

# ARIZONA DEPARTMENT OF PUBLIC SAFETY

## WRITING MANUAL

October 1, 1997



# Writing Manual




Prepared by:

Training Section

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Approved by:

  
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Director

# Writing Manual

## Record of Changes

Change Number	Change Date	Posted by:



**ARIZONA DEPARTMENT OF PUBLIC SAFETY**  
**INTEROFFICE MEMORANDUM**



Dear Employee:

Improving communication within the Department has been a concern of mine since I was appointed Director. While I have instituted many programs to promote better communications, I felt the area of writing still needed attention.

To remedy this situation, I asked the Training Section to develop courses in the area of written communications and to publish a manual on various writing techniques. The enclosed manual has been prepared as a guide for all employees to enhance written communication skills in the Department. The accompanying binder enables employees to maintain all sample documents, writing tips, bureau instructions and other instructional writing manuals in a central location. I hope this approach to writing will assist you in transmitting important data, details, thoughts and documents within the Department.

Please review the material and use it as you prepare various written documents in the course of your employment.

Sincerely,

Joe Albo  
Director

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## I. Introduction

Writing well is a difficult task. Many of us can remember someone in school or know someone at work for whom writing seems like a gift. Writing skillfully is *not* a special talent that you are either born with or without. Writing well is a skill you can learn much like driving a car, shooting a weapon or using a computer.

The first thing you need to know when learning a new skill is *the rules*. When you started driving, you learned rules on where to drive, when to stop and go and how to control your vehicle. Most of you have been successfully driving around for years without any major problems. When you learn how to fire a weapon or fire up a computer, you also need rules to tell you how the thing works and what to do to make it operate efficiently. Writing is no different from any of these other skills. ***Writing well requires you to first learn the rules of basic English.***

Once you have some knowledge of *the rules* for performing an activity, you then need to see the activity performed. Much of what you know about driving a vehicle, you picked up while riding with someone else. Learning to fire a weapon accurately usually requires that you see a demonstration of what correct shooting looks like. Most computer classes incorporate a segment where you watch an instructor perform an action before you perform it yourself. ***Writing well requires you to find and read examples of good workplace writing.***

After learning the rules and reviewing examples of good workplace writing, the third step in writing well is practice. As you learned to drive, you spent hours with a licensed driver while you developed your driving skill. When learning to shoot a weapon, you practiced different positions and techniques to find out what works best for you. While becoming computer literate, you create and delete many directories, files and documents. ***Writing well requires you to write often and practice the skills you are trying to perfect.***

In addition to knowing the rules, looking at examples of good writing, and practicing, the fourth and final step to writing well is reviewing and revising your work. While driving, you get feedback from other drivers, everyone in the back seat and, of course, code enforcement officers. Range masters and weapons instructors provide constant advice and instruction for improving your weapons proficiency. Computer users consistently share information on short cuts or easier ways to accomplish computer actions. ***Writing well requires you to ask people around you for feedback and to spend time looking for and correcting mistakes both in grammar and in typing.***

We hope you will find the *Writing Manual* helpful in improving the quality of your documents. While the guidelines cover only basic grammatical conventions, they do give guidance in common problem areas and in usage unique to the Department of Public Safety. Suggestions for additions or changes to the *Writing Manual* are welcome and can be submitted to Research and Planning.

## **II. The Writing Process**

### **A. Writing in Stages**

It is very hard to sit down and write something perfectly the first time. One reason for this is because we think much faster than we type or write. This speed difference causes us to forget some of our information before we put it on paper. Another reason writing something correctly in one sitting is tough to do is most of us do not write things down in exactly the right order the first time. Most writers need to move things around to ensure they are giving the reader information in a logical sequence.

A third reason writing perfection escapes many of us the first time is spelling and grammar have too many rules and exceptions for most of us to remember on our own. All successful writers spend time looking up words or rules and reviewing their materials.

For these reasons, and others, many of us have found successful writing comes only when put together in stages. Each stage of the writing process will give you a proven formula for writing successful documents, no matter what your reason for writing.

### **B. Prewriting - Stage 1**

Prewriting includes defining who will read your document, determining your purpose for writing the document and gathering information to support the topic of your document.

#### **1. Audience Analysis**

Below are some of the questions you should answer before you begin writing:

- |   |
|---|
| <ul style="list-style-type: none"><li>• Who is the audience I want to reach? All Department Employees? Professional staff only? General public? Bureau commander? Director? Peers?</li><li>• Why will this audience read my essay? Action? Decision? Information?</li><li>• What are the attitudes, priorities and expectations of my audience?</li><li>• How is my audience likely to respond to what I say? Neutral? Opposed? Friendly?</li><li>• How much does my audience know about my topic?</li><li>• What kind of language will communicate with my audience most effectively?</li><li>• What tone would appeal to this audience?</li></ul> |
|---|

A thorough audience analysis will help you decide on the content, tone and language you will use in your document. Even though your

audience may be made up of similar people each time you write, answering these questions will help focus on that audience and put you in the “write” frame of mind.

## 2. Writing Purpose

Writing has several possible purposes that include documentation, information, persuasion, entertainment, and self-expression. While some documents will have more than one purpose, most will have *only one main purpose*.

- a. **Documentation** - Departmental reports, monthly reports, the annual report and dutylogs are all examples of writing where the main purpose is to objectively document activities, incidents or history.
- b. **Information** - Much departmental writing has as its main purpose communicating information from person to person and bureau to bureau. Letters, memos and bulletin board items are good examples of informative writing.
- c. **Persuasion** - Any document that supports a particular side of an issue with multiple facets has persuasion as its main purpose. Departmental personnel asked to decide on a new policy, procedure or product might use persuasive writing.
- d. **Entertainment** - Articles written for *The Digest* or *Arizona Highway Patrolman Association (AHPA) Magazine* are examples of writing with entertainment as at least part of the main purpose. Scripts written for *Slightly Out-of-Focus* are written solely for entertainment purposes.
- e. **Self-Expression** - Most people think of diaries or journals when they think of writing for self-expression. There are many forms of departmental writing that have self-expression as the main purpose. Every time an employee sends a note of thanks, a letter of appreciation, or a letter of recommendation there is a large element of self-expression. Employees who write a rebuttal to a punitive measure or a below standard performance review also have self-expression as part of their main purpose.

## 3. Gathering Information

Information gathering is a critical part of effective writing.

- a. **Where** - There are many sources you can use for this step, but the two main categories are *indirect* and *direct* sources. *Indirect* sources include any source you did not personally develop: written witness statements, receipts, library references, Internet articles or web pages, department reports, memoranda, letters, briefing papers, EMS messages, news reports. *Direct* sources include investigations, interviews and face-to-face meetings with supervisors, peers, subordinates, subject-matter experts, committees, suspects, witnesses and investigative leads.
- b. **What Kind** - When gathering your information, you should try for a balance between *indirect* and *direct* sources when possible. Your information should be made up of a combination of examples, statistics and quotes by authorities when you have all three types of information available. Normally, striking a balance between types of information is the best way to *sell* your point of view to your audience.
- c. **How Much** - The answer to the question *How much information?* is really, *enough*. That is because every written product will have an audience, purpose and usually some guidelines from the person who has given you the writing assignment. **This means virtually every writing assignment is different.** For letters and memoranda, one page is normally considered *enough*.

#### 4. Prewriting Techniques

- a. **Free writing** - To free write effectively, write as much as you can about your topic. Do not be concerned about grammar and punctuation during free writing (time for that later!).
- b. **Brainstorming** - Ask and answer a series of questions during a brainstorming session. Some people prefer to write down all the questions they can think of first, then they go back and answer them. Some sample questions include:

- Who is involved?
- What background information is necessary to understand the events?
- What action needs to be included?
- What is the nature of any conflict or controversy involved?
- When did/do key events happen?
- Where did key events occur or where are key events going to occur?
- What events play key roles, which are secondary and which should go unmentioned?
- Are any quotes necessary?
- What is the logical way to present this information?

- c. **Group Brainstorming** - Group brainstorming is especially effective in generating a large quantity of ideas in a short period of time. In group brainstorming, there are some important rules to follow. First, determine your focus question or topic, then determine how many ideas you want and lastly, determine how long you will brainstorm (typically 5-10 minutes). The key to group brainstorming is to write down every idea that is proposed without judging any of them. Once your time limit or idea limit has been reached, go through the ideas to discuss the merits of each and discard those that don't fit your needs.
- d. **Conduct Research** - Research does not necessarily mean going to the library. Other sources of information on topics include professional associations, professional publications, experts and Internet resources. If you are unfamiliar with or do not have access to Internet, check with Information Systems Section (ISS) for availability of Internet access.

## C. Outlining - Stage 2

When your audience and purpose are defined and your information gathering is completed, you are ready to begin organizing your document. There are several organizational patterns you will use over and over again in department writing. Scratch outlines can and should be used with each of the patterns. The longer your document, the more important a scratch outline becomes. The most common organizational patterns for department writing are chronological, emphatic, process analysis and comparison/contrast.

A scratch outline is something very different from a formal outline. The word *outline* probably conjures up visions of Roman numerals, alphabet letters and indenting. A scratch outline has none of those features and is purely a tool to help you organize your writing more quickly. The basic scratch outline includes all of the main parts of the document you are writing.

- 1. **Chronological Order** - When writing something in chronological order, you are putting it in the *order of time*. This means, begin at the beginning and end at the end. Almost all police report narratives are written in chronological order. Chronology is also appropriate for other types of writing.
- 2. **Emphatic Order** - When developing a document in emphatic order, start the body of your document with your least important or weakest point first and end the body of your document with your strongest or most important point.

Emphatic order is appropriate in a document designed to recommend a *best* option or solution to a problem. Emphatic order is also appropriate for other types of writing.

3. **Process Analysis** - When you compose a document using process analysis, first determine all of the steps in the process, then group them in general categories and add supporting information by answering the questions *why* and *how*. Process analysis is especially useful when writing a desk manual or lesson plan.
4. **Comparison/Contrast** - When developing a document using comparisons, explain the similarities between two or more items. When developing a document using contrasts, explain the differences between two or more items. When developing a document using comparisons and contrasts, define both the similarities and differences.

When writing a document using comparisons or contrasts, there are two different methods for arranging your information. One method is called *point by point* and the other method is called *one side at a time*. Both are illustrated in the scratch outlines below:

Point-by-Point:		One-Side-at-a-Time:	
Apples and Oranges		Apples and Oranges	
1.	Color	1.	Apples
	apples		color
	oranges		size
2.	Size		uses
	apples	2.	Oranges
	oranges		color
3.	Uses		size
	apples		uses
	oranges		

## D. Writing - Stage 3

Writing is easier and faster if you spend an appropriate amount of time on the prewriting and outlining stages of the process. The *writing* step is where you put all of your information on paper by following your outline and thinking about the tone and language that will appeal to your audience. Paragraphs are the basic elements of larger documents and follow a specific pattern, depending on the type of paragraph. **Paragraphs can have as many sentences as you need to support the point you are trying to make.** Two of the most common types of paragraphs are the basic paragraph and the advanced paragraph.

1. Basic Paragraphs

Basic paragraphs are the simplest form of paragraph structure. These are the paragraphs we all started out with as children and use a great deal in short notes, letters and memos. The outline for a basic paragraph is listed below with an example.

a. Basic Paragraph Outline

Topic Sentence:

Support:

Support:

Support:

Reworded Topic Sentence:

b. Basic Paragraph Example

I would like your vote in the upcoming school board election. You should vote for me because I am honest and hardworking. You should support me because I am committed to the education of our children. Your vote should be cast for me because I have the background and experience to make informed decisions and to implement positive changes for our school district. Please elect me to the school board in the April election.

2. Advanced Paragraphs

Advanced paragraphs are a more complex form of paragraph structure. These are the paragraphs we write most of the time as adults because they allow us to include more information. The outline for an advanced paragraph is listed below with an example.

a. Advanced Paragraph Outline

Topic Sentence:

Subtopic Sentence:

Support:

Support:

Subtopic Sentence:

Support:

Support:

Subtopic Sentence:

Support:

Support:

Reworded Topic Sentence:

b. Advanced Paragraph Example

I would like your vote in the upcoming school board election. One reason you should vote for me because I am honest and hardworking. I have no criminal record and I have taught school for 35 years. I also own a farm and bookstore in this community, both for over 10 years. Another reason to support me is that I am committed to the education of our children. I have taught more than 7000 young people in our community and I believe they are our hope for the future. The final and most important reason your vote should be cast for me is because I have the background and experience to make informed decisions and to implement positive changes for our school district. I have a B.S., M.A. and Ph.D. in Education as well as experience teaching all grades, kindergarten to infinity. Please elect me to the school board in the April election because my qualifications make me the best candidate for the job.

3. Topic Sentences

Introductory sentences are also called a topic sentences. Topic sentences should contain two elements: what you are going to talk about and what your opinion about that subject is. For example: *Nursing is hard work.* Your topic sentence tells your reader your subject and is used in both basic and advanced paragraphs. Your topic sentence should also contain a *preview* if you are writing an advanced paragraph. For example: *Nursing is hard work because of the physical, mental and emotional demands.* When writing your topic sentence, take care not to make it too narrow or too broad and *never* announce your topic. For example:

Too Narrow:	<i>Football head injuries kill 25 high school students each year.</i>
Too Broad:	<i>Contact sports are dangerous.</i>
Announcement:	<i>I am going to talk about contact sports.</i>

4. Headers

Headers can be used in place of topic sentences if your boss allows it. These can be especially useful in business letters or reports. Readers can use headers to easily scan a document to find the parts they are most interested in reading. Headers are also a useful tool in organizing long documents.

You should pick headers that apply to your document. Some sample headers for a staff study might be:

<u>Background</u>	<u>Discussion</u>	<u>Recommended Action</u>	<u>Purpose</u>
<u>Option 1</u>	<u>Product X</u>	<u>Outcome</u>	<u>Status</u>



5. Subtopic Sentences

Subtopic sentences are used in advanced paragraphs. You should write one subtopic sentence for each of the main points within your paragraph. You should already have these main points laid out in your outline. Subtopic sentences contain one of your ideas about the topic, your opinion about the topic and transitional words or phrases. For example: One reason nursing is such hard work is the physical demands of the job.

6. Transitions

Words, phrases, sentences or paragraphs designed to aid the reader in moving from one point to the next. Transitions add no value to the actual support in the paragraph.

7. Support Sentences

Support sentences are the most detailed part of the paragraph. Support sentences should *show* your reader, not *tell* your reader details about the subtopic sentence.

8. Advanced Paragraph Example

In the example below, both the topic and reworded topic sentence are in bold. The subtopic sentences are underlined. Transition or italicized sentences are support sentences.

**I would like your vote in the upcoming school board election.** One reason you should vote for me because I am honest and hardworking. I have no criminal record and I have taught school for 35 years. I also own a farm and bookstore in this community, both for over 10 years. *Another reason to support me is that I am committed to the education of our children.* I have taught more than 7000 young people in our community and I believe they are our hope for the future. *The final and most important reason your vote should be cast for me is because I have the background and experience to make informed decisions and to implement positive changes for our school district.* I have a B.S., M.A. and Ph.D. in Education as well as experience teaching all grades, kindergarten to infinity. **Please elect me to the school board in the April election because my qualifications make me the best candidate for the job.**

## E. Revising - Stage 4

Revising is the stage where you make all of the changes needed. Revising usually happens in two distinct phases, editing and proofreading.

1. Editing

When editing, read your document at least three times. During these three read throughs, check for the five characteristics that will make your writing more effective:

- a. Check for unity. Test for unity by comparing each sentence within your paragraph against your topic sentence.
- b. Check for support. First, check for quality of support. Is it detailed? Do you *show* instead of *tell*? Second, check for quantity of support. Is there enough detail to make the point?
- c. Check for coherence. Does your writing flow? Have you provided reminders of your topic and transitional words to aid your reader in remembering the point of the paragraph?
- d. Check for organization. Did you choose the best order based on the purpose of your document? Did you follow your outline?
- e. Check mechanics. Are the sentences complete? Are the sentences active? Do your subject and verb agree in number? Is your punctuation correct? Did you pick the word you really wanted?

2. Proofreading

The second phase of revising is proofreading. Proofreading is frequently overlooked, considered a waste of time or an annoyance. Effective proofreading can actually save time, improve the quality of work and help you avoid embarrassment.

In checking the document a second time, review it to see if it makes sense as written. Did you spell check? Did you grammar check? Are your spacing and format correct? Are words used out of context, misplaced or dangling expressions? Is the document written in a harsh tone (where none was intended), missing articles or prepositions, using inappropriate words?

If you try to check for everything at once, you may get overwhelmed and end up reading parts of the document several times. Develop a system to catch errors and improve your quality of work.

### QUICK HINTS ON EFFECTIVE WAYS TO PROOFREAD

- Use commas in compound sentences, after an introductory clause, and to separate elements in a series.  
Suggestion: When in doubt, consider two shorter sentences.
- A semicolon means two statements are equal and related.  
Suggestion: To determine use, **visualize** the semicolon as an equal (=) sign.
- Use a colon to announce, introduce, present, or clarify.  
Suggestion: Always write a complete sentence preceding a colon.
- Use italics to indicate a title or emphasize words.  
Suggestion: Use **bold** to add stress to a word or phrase.
- Use a hyphen to join a compound adjective only when it appears before the noun.  
Suggestion: The printer is frequently used. The frequently-used printer . . .
- Capitalize names, titles, companies, specific places, and buildings with names.
- Use U. S. Post Office abbreviations for states only in the main body of the address. Never use abbreviations for states in the body of the letter.
- Do not use abbreviations in your memo or report if you do not talk the same way.  
Suggestion: If you have a list of less than four words, do not use *etc*.
- Numbers. Spell out numbers from one through ten and use numeric figures for numbers above ten; use numerals in dates, addresses, percentages and time of day.
- Verbs. The subject and verb must agree in number. Other nouns in the sentence have no bearing on the verb.  
Suggestion: When the subject is treated as singular, the verb is singular.
- Contractions are used only in informal writing or in tables where space is limited.  
Suggestion: Contractions of verb phrases (such as can't for cannot) are commonly used in business letters where the writer is striving for an easy, colloquial tone.

### **III. Report Writing**

Reports make up a majority of the writing process at the Department. While the writing process applies to all types of writing, it is important to include these general tips for report writing. There are five ways to summarize a report.

#### **A. Executive Summary**

The purpose of this summary is for decision-making. It is designed to be read in a hurry and recommends decisions on policies. When possible, make the Executive Summary one paragraph with five sentences: purpose or recommendation, cost, an implementation schedule, alternatives considered, action required.

#### **B. Abstract**

The abstract is a narrative summary of points, presented in skeletal form. It describes what you did, how you did it, and what you learned from the experience. It is limited to a few sentences.

#### **C. Introduction**

An introduction should contain the subject, the purpose and the plan, scope of the report and how you will carry it out. This should be limited to two to three sheets of paper.

#### **D. Conclusion or Summary**

The conclusion or summary starts at the end of the report. It should not contain any references to supporting material, e.g., statistics, lists or tables. Confine this to less than 500 words, or two and one-half pages.

#### **E. Background**

The general makeup of background information is an introduction to understanding a problem or situation. It tells why the report was written or offers essential information needed to understand the report's subject matter. It should be kept to a maximum of one-half page.

## IV. Packaging a Report

The key to getting results lies in the packaging of your memo or report, as well as the content. Your reader may be having a hectic day, and your memo or report may only have a two minute window before the reader's attention is captured by someone or something else.

Package the memo or report to ensure the overall *look* will catch the reader's eye. The following tips will help in packaging your information:

### QUICK HINTS ON PACKAGING A REPORT

- Use visual devices - Ideas can be lost in dense blocks of type. Use white space, bullets, bold face headings and short paragraphs.
- Use logic - Design the memo or report for fast and easy reading. If the report must be long, begin with an easy-to-read, one-page executive summary.
- Get to the point - Do this in the first paragraph, then build your case.
- Keep it simple and short - Eliminate all redundancies. Long does not indicate better or more thoughtful. Occasionally it implies laziness or trying too hard to make an impression.
- Use plain, reader-friendly words - Superiors do not want excessive formality, no matter what you may assume. Use verbs to convey action.
- Avoid long sentences and paragraphs - Most readers do not have time to handle four or five thoughts between periods. A sentence running three lines on a standard typewritten page may be too long. Keep a paragraph focused on one thought.
- Titles, subject lines, and headings - Do not make them too general, but do not include too much detail.
- Headings and subheads - Use to highlight significant divisions.
- Transitions - Have sentences flow out of preceding ideas or sentences. Use signposts to show changes in direction of thought:  
    For a while he had . . . Later he . . . Then he . . .  
    The change was made for two reasons: The first reason was . . . The second reason was . . .
- Appendices - Put all highly detailed and extensive data in appendices.
- Illustrations - Write captions that explain the significance of illustrations and tables. In the text of the report, do not just refer to the figure: "See Figure 3." Instead, state what the reader will see in Figure 3: "As Figure 3 shows, . . ."

## V. Staff Study Report

The staff study report is a problem-solution report that presents data collected, discusses possible solutions to the problem, and indicates the best solution. **It is not a form for solving a problem.** You should mentally solve your problem, and then report the solution in writing. The format of the staff study report includes a heading, a body, an ending, and when necessary, attachments.

### A. Heading

1. The heading should consist of the standard interoffice memo format for a short staff study of one or two pages. The subject caption should state the report subject as briefly and concisely as possible. However, use a few extra words if this will add meaning to your subject.
2. Staff studies of more than two pages should have the following parts:
  - a. transmittal memo
  - b. executive summary
  - c. background and proposal information
  - d. recommendations
  - e. supporting documentation

### B. Body

The body of the report contains five parts. These parts coincide with the steps of problem solving. That is why the staff study report is a convenient form for reporting your problem solution.

Steps of Problem Solving		Body of Staff Study	
1.	Recognize the problem	1.	Problem
2.	Gather data	2.	Factors bearing on the problem
3.	List possible solutions	3.	Discussion
4.	Test possible solutions	4.	Conclusion (a brief restatement of final solution)
5.	Select final solution	5.	Action recommended
6.	Act		

1. Problem

The statement of the problem tells the reader what you are trying to solve. No discussion is necessary at this point; a simple statement of the problem is sufficient. You have sufficient opportunity to discuss all aspects of the problem later in the report.

## 2. Factors Bearing on the Problem

This part contains the facts, assumptions, criteria, and definitions you used to build possible solutions to your problem. Devote separate paragraphs to facts, assumptions, criteria, and definitions. Obviously, if you write a report in which you have no assumptions or definitions, omit either or both. Include only those important factors that you used to solve your problem. Put lengthy support material in attachments. Write each sentence completely so you do not force the reader to refer to the attachments to understand what is being read. Maintain your thought sequence throughout the body of the report.

## 3. Discussion

This part of the report is *crucial* because it shows the logic used in solving the problem. Generally, some background information is necessary to properly introduce your problem. The introduction is usually one paragraph, but it could contain several paragraphs, depending on your subject. Once the introduction is complete, use one of the following outlines to discuss your thought process:

### c. When using the *single best possible solution*:

1. List all possible solutions that you think will interest the decision maker.
2. Show how you tested each possible solution against the criteria, listing both the advantages and disadvantages. Use the same criteria to test each possible solution.
3. Show how you weighed each possible solution against the others in selecting the best possible solution.
4. Clearly indicate the best possible solution.

### d. When using the *combination of possible solutions*:

1. List all the possible solutions you think will interest the decision maker.
2. Show how you tested each possible solution against the criteria, listing both the advantages and disadvantages. Use the same criteria to test each possible solution.
3. Show how you weighed each possible solution against the other possible solutions and why you retained certain ones as a partial solution to the problem.
4. Show how and why you combined the retained possible solutions.

e. When using the *single possible solution*:

1. List your single solution.
2. Test it against the criteria.
3. Show how and why this solution will solve the problem.

**NOTE:** No matter how you organize your report, these points are important:

- Make it brief.
- Maintain a sequence of thought throughout.
- Show the reader how you reasoned the problem through.
- Use attachments for support, but include enough information in the body of the report to make sense without referring to the attachments.

4. Conclusion

After showing how you reasoned the problem through, state your conclusion. The conclusion must provide a complete, workable solution to the problem. The conclusion is nothing more than a brief restatement of the best possible solution or solutions. **The conclusion must not continue the discussion.** It should completely satisfy the requirements of the problem; it should never introduce new material.

5. Action Recommended

This part tells the reader what action is necessary. The number of recommendations is not important; just be sure you have completed the staff work necessary for the reader to take action.

Word the recommendations so that your boss only needs to sign them into action. Do not recommend alternatives. This does not mean that you cannot consider alternative solutions in the *Discussion*. It means that, in recommending action, you commit yourself to the line of action you judge best.

You must relieve the decision maker of the research and study necessary to decide from several alternatives. Give precise guidance on what you want the decision maker to do; i.e., “sign the implementing letter at Attachment 1.” (Do not submit a *rubber turkey* -- recommendations like “Recommend further study” . . . or “Either solution A or B should be implemented . . . .” These indicate that the decision maker may have picked the wrong person to do the study.)



## C. Ending

The ending contains the name, rank, and title of the person or persons responsible for the report and a listing of attachments (see VII. Memorandums and Letters).

## D. Attachments and Appendices

Attachments are physically attached. Appendices are a collection of tables, charts or other data too lengthy or specific to be included in the body of the report. Since the body of the staff report must be brief, relegate as much of the detail as possible to the attachments/appendices. Include as attachments/appendices:

1. The directives necessary to support the recommended actions.
2. An actual copy of the directive authorizing the study.
3. A copy of the complete quotation extracted or condensed in the body.
4. The supporting material for statements made within the body.
5. Complete charts of detailed information.
6. Drafts of detailed instructions to implement recommended action.

## E. Tabs

Use tabbed index dividers to help the reader locate attachments or appendices.

## F. Completed Staff Work

A staff study report should represent *completed staff work*. This means that you have solved a problem and presented a complete solution to your superior. **The solution should be complete enough that the decision maker has only to approve or disapprove.**

When the problem is difficult, the impulse to ask the boss what to do occurs more often. This impulse often comes to the inexperienced staff member frustrated over a hard job. It is easy to ask the boss what to do, and it appears easy for the boss to answer. But you should resist that impulse. Your job is to advise your boss what ought to be done. Your boss needs answers, not questions. Of course, it is all right to *consult* with your boss at any point in the problem-solving procedure if you need to find out whether you are on the right track. It is acceptable to ask questions to understand the problem to be researched. This coordination often saves many hours of work.

## G. Final Thoughts

Completed staff work and problem-solution reporting:

1. Protects your boss from *half-baked* ideas, voluminous written reports, and immature oral explanations. It also allows the decision maker more time to do the things that only he or she can do.
2. Provides the employee who has new ideas with a better opportunity for expression.
3. Requires considerable study and reflection for most people.
4. Avoids simplistic solutions; e.g., “Fire the idiots and get on with the program.”
5. Focuses on the relevance and accuracy of your supporting material and the logic of your argument, rather than the size.
6. Avoids finger pointing. Obtain input from all parties involved. You may look foolish if you suggest a change in someone’s operation and find out later they were operating under a constraint of which you were unaware.

**NOTE:** Remember the final test for completed staff work: if you were the boss, would you be willing to stake your professional reputation on this problem-solution report? If the answer is no, it is time to start over.

## VI. Standardized Guidelines for General Writing

### A. Abbreviations

Abbreviations are used to save space, avoid repetition of long words and phrases, and reduce keystrokes.

#### 1. Punctuating Abbreviations

In most cases, omit punctuation in an abbreviation made up of initial letters of words that constitute a phrase or compound word. However, for some abbreviations, especially those that are not capitalized, punctuation is retained.

GNP	gross national product
PC	personal computer

In some specific cases, punctuate an abbreviation with a virgule in place of the period:

c/o	care of
w/o	without

#### 2. Capitalizing Abbreviations

Capitalize an abbreviation formed from the initial letters of the words or word element that make up what is being abbreviated. However, some common abbreviations formed this way are not capitalized:

AA	administrative assistant
FY	fiscal year
GO	general order
a.k.a.	also known as
e.g.	for example
i.e.	that is
sq.ft.	square foot

#### 3. Spacing Abbreviations

- a. Do not space an abbreviation when capitals, periods or virgules are used:

DPS	e.g.	R&P	sq.ft.	c/o
-----	------	-----	--------	-----

- b. Space the initials of a person's first and middle names:

D. A. Jones                      R. A. Stevens

- c. Put a space between abbreviated parts of a title preceding a name:

Lt. Col. D. A. Jones                      Assistant Director R. A. Stevens

4. Plural Abbreviations

- a. Pluralize an abbreviation of a single word by adding "s" before the period:

bldgs.                      buildings  
figs.                        figures

- b. Add "s" to an abbreviation that stands for phrases or compound words after the last letter or last period: (*The Gregg Reference Manual ¶619*)

Ph.D.s                      GOs                      PCs

- c. Pluralize most lowercase single-letter abbreviations by repeating that letter:

cc. (for copies)                      pp. (for pages)                      ll. (for lines)

- d. Do not change the form of a unit of measure when pluralizing it:

30 sec. (for 30 seconds)                      10 mi. (for 10 miles)

5. Abbreviating Rank/Military Titles

Use the following abbreviations in denoting rank:

Col.	Colonel
Lt. Col.	Lieutenant Colonel
Maj.	Major
Capt.	Captain
Lt.	Lieutenant
Sgt.	Sergeant
Off.	Officer
Tpr.	Trooper

6. Two-Letter Abbreviations for States (see Appendix A)

## B. Acronyms

An acronym is a pronounceable title or abbreviation formed from the initial letters of major parts of a compound title or term.

1. In cases where the abbreviation is not recognizable, show it in parentheses following the first occurrence of the full form. The abbreviation is capitalized and not punctuated. Do not divide abbreviations at the end of lines or between pages.

Arizona Law Enforcement Academy (ALEA)  
National Organization for Women (NOW)

2. In a context where the abbreviation is recognized, it can be used without having its full form spelled out on the first occurrence.

DPS	Department of Public Safety
LEMSC	Law Enforcement Merit System Council

**NOTE:** For commonly used acronyms see Appendix B.

## C. Capitalization

The rules that follow summarize uses of capitalization in most general writing and correspondence.

1. Proper Noun

Capitalize a proper noun, including the name of a racial or ethnic group; a country, its citizens and its language; geographic regions; a religion and an adherent of a religion; a political party; and a school of art:

Spain	China	the Democrats
Spaniard	Chinese	the West
Spanish	Buddhism	Gothic

Do not capitalize designations of people based on color:

The majority of persons arrested for assault were white; 15% were black.

2. Proper Adjective

Capitalize adjectives derived from proper nouns:

American-style pizza  
an English sense of humor

3. Title or Rank

Capitalize a title or rank when it precedes a name; do not capitalize it if it follows a name:

Section Manager B. A. Edmond; B. A. Edmond, section manager  
Assistant Director G. R. Smith; G. R. Smith, assistant director

**NOTE:** In a correspondence signature block or inside address, where the rank or title follows the name, the title is then capitalized.

4. Common Noun

Capitalize a common noun used alone as a well-known, short form of a specific proper noun:

the Department; referring to the Arizona Department of Public Safety  
the State; referring to the State of Arizona  
the Director; referring to Director John Doe

(the State - refer to *The Gregg Reference Manual* ¶335)

**NOTE:** Do not capitalize the short form if it is modified by a word other than *the* (refer to *The Gregg Reference Manual* ¶321).

## **D. Footnotes, Endnotes, Textnotes and Bibliographies**

Footnotes, endnotes, and textnotes serve two functions: 1) comments on ideas the writer feels will be distracting in the main text; and, 2) source reference identifying origination of a quoted or cited statement in the text.

1. Footnotes

- a. Identify the reference point in the text that is to be addressed by a footnote by using an Arabic number raised a half space above the line of typing. This can be accomplished in WordPerfect by choosing Footnote from the Insert Menu, then choose Edit.

It has been shown in one study that two-thirds of the population will develop the plague.<sup>1</sup>

The artifact emanated from pre-Mayan<sup>2</sup> history as determined by noted scholars.

b. Number footnotes consecutively throughout the report or throughout each chapter.

c. There are two kinds of footnotes: explanatory and reference.

(1) Explanatory

An explanatory footnote gives a cross reference to another part of the same report or contains incidental remarks of the writer:

<sup>1</sup>For a fuller discussion of this point, see page 193.

<sup>2</sup>The situation is similar to the hiring freeze experienced in 1984.

(2) Reference

A reference footnote gives the specific source of a quotation:

<sup>3</sup>Hank Smith, "An Open Letter to the Governor," *Time*, July 17, 1978, p.2.

d. The footnote must appear on the same page as the text reference.

e. Arrange a footnote in the following way:

- (1) Footnote number
- (2) Author of material
- (3) Title of the material
- (4) Facts of publication ( name of publisher, place of publication, date of publication)
- (5) Page reference

f. When an additional reference is made to a work already footnoted, an abbreviated form is used:

<sup>1</sup>Michael L. Brookshire and Michael D. Rogers, *Collective Bargaining in Public Employment: The TVA Experience*, D. C. Heath, Lexington, Mass., 1977, pp.212-214.

<sup>2</sup>Brookshire and Rogers, p. 35

## 2. Endnotes

Endnotes are used when there are too many footnotes and the pages become cluttered. Endnotes are placed at the end of a chapter or a complete report and listed as *Endnotes*. Omit a separate bibliography when using endnotes.

## 3. Textnotes

Textnotes are source references that appear parenthetically within the main text (refer to *The Gregg Reference Manual* ¶1507).

## 4. Bibliographies

Bibliographies list works alphabetically by author and title. A long list is divided according to the type of materials, such as books, periodicals and miscellaneous sources. Follow these rules when completing a bibliography:

- a. Give the author's last name first. If there is more than one author, the names of other authors are written with the given names first.
- b. Start each entry at the margin, but indent succeeding lines several spaces. Single-space individual entries but double-space between entries.
- c. When an author is represented by more than one work, use six hyphens to denote the author's name in the second and succeeding entries.
- d. When no individual is credited for a work, list as author the name of the sponsoring organization or, if none is given, the title of the work in the correct alphabetical sequence.
- e. Give the facts of publication as in footnotes, but set them off with periods instead of parentheses.
- f. Give the inclusive pages of an article or chapter in a work that contains other material, but omit page references otherwise.
- g. An example of the proper form for a bibliography follows:



## BIBLIOGRAPHY

“Advertising Portraying or Directed to Women,” *Advertising Age*, April 21, 1975, pp. 72, 75, 78.

Bell, Griffin, Address Before the American Bar Association, Antitrust Section, April 14, 1977.

## E. Numerals

Numerals are figures, letters, words or groups of words expressing numbers.

### 1. Numerals as Words or Figures

- a. In text material, spell out numbers one through ten and use figures for numbers above ten. Follow this guideline when a series of numerals is used in a sentence.

The section published nine reports, six of which were revised before the end of the year.

- b. **Following are exceptions to the basic convention stated above:**

- (1) Use figures for district numbers of the Department:

Districts 3, 5 and 12 will be affected by the personnel shortage.

- (2) Spell out a number if it is the first word in the sentence, or restructure the sentence so that the number falls within the body of the sentence:

Seventeen troopers were promoted last week.  
DPS promoted 17 troopers last week.

- (3) Treat numerals consistently within a sentence or paragraph when they form a series of numbers comparing quantities:

The four projects, A, B, C and D, took 7, 12, 19 and 8 hours respectively.

- (4) Express numbers of one million and above as figures, followed by the word million, billion, etc.:

- (5) There were 4.6 million applicants for the ASO opening.  
Write the date, the day of the month and year as:

4 August 1996    or    August 4, 1996

- (6) Use figures to express a fraction. Spell out a fraction at the beginning of a sentence.

There are 9  $\frac{1}{2}$  days remaining until the testing process begins.

Two-thirds of the applicants were men.

## 2. Ordinal Numbers

- a. Ordinal numbers designate the place occupied by an item in an ordered sequence:

The sixth and ninth candidates did not pass the oral board examination.

- b. Use an ordinal figure with a date only when the day precedes the name of the month or when the name of the month is omitted:

My resignation became effective on the 24th of August.  
The event will occur on the 24th.

## 3. Roman Numerals

- a. Roman numeral values are determined from letters read from left to right as shown in the following table:

1	I	14	XIV	90	XC
2	II	15	XV	100	C
3	III	16	XVI	200	CC
4	IV	17	XVII	300	CCC
5	V	18	XVIII	400	CD
6	VI	19	XIX	500	D
7	VII	20	XX	600	DC
8	VIII	30	XXX	700	DCC
9	IX	40	XL	800	DCCC
10	X	50	L	900	CM
11	XI	60	LX	1,000	M
12	XII	70	LXX	2,000	MM
13	XIII	80	LXXX		

b. Use Roman numerals as follows:

(1) To list important topics in an outline:

- I. Causes
- II. Effects

(2) To number chapters and volumes of books:

Chapter XII, Volume III

(3) To number the pages of material preceding the main text of a publication:

i      iv      v      ix      x

(4) To identify individuals, historic or not:

Louis XIV  
James R. Watson II  
James R. Watson II's house

**NOTE:** No comma is used after the name and before the Roman numeral.

4. Percentages in Text

Follow the basic convention in choosing between figures or writing out numbers when using percentages in text.

a. When writing out a number, use the word *percent*, not %:

Five percent of the employees voted for extended benefits.  
The terms of the loan were 17 percent for 30 days.

b. The % symbol may be used in tables, on business forms and in statistical or technical material.

5. Dates and Times

a. Use standard dates and times in the text of letters and memos:

The meeting is scheduled for March 28, 1997, at 2:30 p.m.  
The panel will convene on Tuesday, April 14, 1997, at 10 o'clock

- b. Use military-style dates and time in operational schedules/orders where a 24-hour clock reference is crucial.
- c. Do not mix standard and military-style date and time conventions in text.

6. Punctuating and Spacing Numbers

- a. To designate thousands, millions, etc., place a comma between each set of three figures, counting from right to left, except for serial numbers, policy numbers, room numbers, dates, check numbers and military times.

DPS received 23,465,322 phone calls last year.  
Invoice No. 32258 is enclosed.  
The facility is housed in Room 2305.

- b. Use a hyphen with compound numbers between 21 and 99:

DPS published its first annual report forty-one years ago.  
Nine hundred forty-five hours of worktime were required to complete the 1991 annual report.

- c. Hyphenate a number that is part of a compound adjective. An exception is that a number is not followed by a hyphen when the second part of the modifier is the word *percent*:

A five-inch-thick annual report was projected.  
A 12-pound annual report was the result of too much input.  
A 75 percent reduction in errors was discovered.

- d. To separate inclusive numbers, use the word *to* or a hyphen, which means *up to and including*. Use *to* rather than a hyphen in text.

Pages 40 to 49 were rewritten by the editor.

**NOTE:** Do not use the words *from* or *between* with a hyphen.

7. Forming Plurals

- a. Add s, es, or ies to form plurals of numbers expressed as words.

twos                  sixes                  twenties

- b. Add s to form plurals of numbers expressed as figures.

1960s      50s      W2s

The public requested the publication in twos and threes.  
The event happened in the '50s.

## **F. Punctuation and Other Marks**

Punctuation and other marks are devices that clarify the meaning of written material. The trend toward less punctuation requires skillful phrasing to ensure exact interpretation.

The general principle governing punctuation and other marks is that if it does not clarify the text, it should be omitted.

### **1. Ampersand**

- a. Use the ampersand in the names of companies, but not in the names of agencies that are part of the federal government:

American Telephone & Telegraph Co.  
Occupational Safety and Health Administration

- b. Ampersands are frequently used in abbreviations and styles vary regarding the spacing around ampersands. Both the spaced and unspaced styles are acceptable:

The LB&I portions of our budget are completed.  
The LB & I portions of our budget are completed.

### **2. Apostrophe**

Use the apostrophe to indicate the possessive case of nouns; to form plurals of letters; and to show omission of letters or numerals.

- a. Use a possessive form after the last noun in a sentence showing joint possession:

It was Frick and Frack's last chance to succeed.

- b. Use a possessive form after both words if the objects are individually owned:

Frick's and Frack's projects are being closely scrutinized.

- c. Add the apostrophe only if the addition of an extra syllable would make a word ending in an s hard to pronounce:

DPS' publications are high-demand items.  
Moses' flight from Egypt . . .

- d. Use the apostrophe to show plurals of a single letter or abbreviation:

The sergeant jokingly told the trooper to mind his p's and q's.

- e. Use the apostrophe to mark the left out letters in contractions of two or more words pronounced as one word:

I'm feeling much better today.

- f. Use the apostrophe to show that letters or numerals have been intentionally omitted from a word:

Get 'em while they're hot.  
The class of '99 is doomed.

### 3. Brackets

Brackets work like parentheses to set off inserted material, but their functions are more specialized.

- a. Use brackets to separate your remarks from the material you are quoting:

“Another employee [instead of Captain Smith] attended the Public-Private Relationship portion of ASU's Advanced Public Executive Program.”

- b. Enclose the Latin word *sic* in brackets when quoting material that contains an error in spelling or word choice. This indicates that the error has been made by the quoted author, not you.

“The new PC in our office will have a tremendous effect [sic] on our workload.”

- c. Use brackets to set off a parenthetical remark within a parenthetical phrase:

The supervisors' (unit supervisors [Units A and B] and section manager) performance evaluation reports contained comments from the staff.

The rules for punctuation with brackets are the same for parentheses.

4. Colon

- a. Use the colon to introduce a series. When the series is presented in sentence form, do not capitalize the items unless they are proper nouns:

Each trooper's desk should contain several items: pencils, pens, paper, aspirin and erasers or white-out.

- b. When a series is presented in list form, capitalize the first letter of each item if it is introduced by a number or letter. If introduced by a dash, the first letter should be lower case:

Each trooper's desk should contain several items:

1. Pencils
2. Pens
3. Paper
4. Aspirin
5. Erasers or white-out

*OR*

Each analyst's desk should contain several items:

--pencils  
--pens  
--paper  
--aspirin  
--erasers or white-out

5. Comma

- a. Use the comma to separate independent clauses joined by a coordinating conjunction (and, but, or, nor, for, so, yet):

She told him she had limited experience writing annual reports, but he did not believe her.

- b. Use the comma to separate elements in a series but not before the conjunction in a simple series:

The involved sections are Training, Human Resources and Legal.

**NOTE:** This is a department convention and not found in *The Gregg Reference Manual*.

- c. If an integral element of the series requires a conjunction, put the comma before the concluding conjunction in a series:

I had orange juice, toast, and ham and eggs for breakfast.

- d. Use the comma before the concluding conjunction in a complex series of phrases:

The main points to consider are whether the student reporters are skillful enough to write, whether they have the stamina to meet the deadlines, and whether they have the proper mental attitude.

- e. Set off an adverbial clause or phrase that precedes a main clause with the comma:

Having made that decision, we turned our attention to other matters.

- f. Omit the comma if the sentence can be easily read without the comma:

In January we will publish a new directory.

- g. Set off a descriptive phrase, clause or word with the comma if the meaning of the sentence would not be changed by removing the descriptive insertion:

Her new publication, the *Writing Manual*, was on the best-selling list.



- h. Use the comma to set off words or phrases that introduce examples or explanations:

He expects to get two promotions this year, namely, to unit supervisor and then section manager.

- i. Set off contrasting expressions with the comma:

This project will take 64 months, not weeks, to complete.

- j. Introduce a direct question with the comma, regardless of whether it is enclosed in quotation marks:

He wondered, when will these figures begin to make sense?

- k. Use the comma to set off individual elements of a building address except for zip codes:

We are located at 2102 West Encanto, Suite 110, Phoenix, Arizona 85005.

- l. Omit the comma from dates when military date style is used or when only the month and year are used:

You may not take a vacation until August 1997.  
The report is due 6 February 1997.

- m. When the phrase refers to a month, day and year, set off the year with commas:

August 14, 1996, was the hottest day of the year.

6. Dash

Use the dash with care, since it abruptly changes the rhythm of a sentence. Overuse of dashes makes a sentence or paragraph difficult to read.

- a. Use the dash to mark an abrupt change in thought or tone:

The staff seemed happy with the change, but the timing--that was the problem.

- b. Use the dash in place of other punctuation (such as a comma, semicolon or parentheses) to emphasize parenthetical or amplifying material:

The Information Services Section--formerly known as Data Processing--has a hardworking staff.

The staff has three valuable traits--namely, good working relationships with others, strong cooperative spirit, and unity of purpose.

- c. As a mechanical device, use the dash as follows:

- (1) To precede the name of an author or source at the end of a quoted passage.

“So be it.”  
--Socrates

- (2) To indicate interrupted speech or a speaker’s confusion.

“The next point I’d like to discuss--” the speaker started to say. “I’m sorry. I’ll have to stop you there,” the unit supervisor broke in.

“Yes,” the speaker went on, “yes--that is--I guess I agree.”

- (3) To precede items in a vertical enumeration.

Personal traits required for survival are:  
--sense of humor  
--intelligence  
--honesty

- d. If the second of a pair of dashes appears at a point in a sentence where a period or semicolon could also appear, retain the period or semicolon and drop the dash:

The employee’s conduct had always been exemplary--near-perfect attendance, excellent productivity, good attitude; nevertheless, a reduction in the work force necessitated his layoff.

- e. Use an exclamation point or question mark with the dash, if required:

His constant absences were getting on people's nerves-- especially mine!-- and he was aware of it.

- f. Use the dash in combination with parentheses to indicate parenthetical material appearing within parenthetical material:

We are looking for a researcher (or researchers--sometimes a project calls for more than one) who can handle a variety of assignments.

## 7. Ellipsis

Use the ellipsis [ . . . ] to let the reader know that a word or group of words has been omitted as irrelevant.

Construct an ellipsis with three periods and four spaces. If the words preceding an ellipsis constitute a complete sentence, place a period at the end of the last word before the ellipsis:

The passage stated, "Effective May 30, 1986, . . . the Bureau Commander positions were redesignated to Assistant Director."

## 8. Exclamation Point

The exclamation point is used to mark a forceful comment. Avoid using the exclamation point frequently, as heavy use can weaken its effect.

- a. Use the exclamation point after emphatic statements, commands and interjections:

I must have an additional person!  
Give me that report immediately!

- b. Use no additional ending punctuation when a quotation at the end of the sentence concludes with an exclamation point:

The woman ran to the door screaming, "Fire! There is a fire in the office!"

## 9. Hyphen

The hyphen is used to avoid ambiguity or to form a single idea from two or more words.

- a. When a compound modifier precedes a noun, use the hyphen to link all words in the compound:

Chain-of-command comments were not encouraging.  
DPS-related work must be approved by a supervisor.

- b. If the same words forming the compound are placed after the noun, do not use the hyphen:

Comments from the chain of command were not encouraging.  
Supervisors must approve work related to DPS.

- c. Use the hyphen in a series of compound adjectives when the noun being modified appears only once:

Did you get a first-, second- or third-place prize for  
participation in the Torch Run?

**NOTE:** If you can remove either half of the compound modifier and the sentence still makes sense, you don't need the hyphen.

## 10. Parentheses

Parentheses enclose supplementary elements inserted into a main statement or paragraph. Because parentheses tend to be distracting to a reader, use them sparingly.

- a. Use parentheses to enclose phrases and clauses that provide examples, explanations or supplementary facts. Although parentheses can also enclose phrases introduced by *namely*, *e.g.*, *i.e.*, etc., the use of commas or semicolons is preferred:

The supervisors' (section manager and unit supervisors)  
performance evaluation reports contained comments from the  
staff.

- b. Do not capitalize or use ending punctuation when the parenthetical phrase might normally qualify as a complete sentence but is dependent on surrounding material:

One of the supervisors (his name will remain anonymous) did not like the idea of the staff evaluating his work.

One of the supervisors did not like the idea of the staff evaluating his work (this would later lead to problems).

- c. Capitalize and punctuate parenthetical phrases that are complete sentences and stand alone:

The employee's suggestion went through the normal evaluation process. (See the attached Exhibit A.)

## 11. Period

- a. Use the period at the end of a declarative sentence, a mild command, or an indirect question.

The birthday celebration is planned for next week.

You will have a good time.

He wanted to know what we would do to ensure he would have a good time.

- b. Use the period after certain abbreviations (refer to VI.A.2.,3.,4.,5.).

- c. Do not use the period after shortened words and contractions.

and

cont'd

- d. Do not use the period after words or phrases in a list or topical outline.

Be sure to include:

(a) address

(b) telephone number

- e. A period should not be used after parenthesized letters or numbers forming an enumeration.

The project was (1) incomplete, (2) late and (3) poorly done.

## 12. Question Mark

The intent of the writer determines if a sentence is a question and whether or not the question mark is used.

- a. Use a period with rhetorical questions because they are not really questions.

Will you please ignore his remarks.  
He did that?

- b. Use the question mark to terminate a direct question:

How much longer will he take to edit the report?

- c. Use the question mark to punctuate each element of an interrogative series that is neither numbered nor lettered.

Can you give us a reasonable answer? An educated guess? An answer off the top of your head?

- d. Use a question mark enclosed in a parenthesis to indicate uncertainty about a fact.

The trooper was 51 (?) when he was promoted to sergeant.

- e. Place the question mark inside a closing bracket, closing parenthesis, dash or quotation mark only when it punctuates the material enclosed by that mark. Place the question mark outside that mark when it punctuates the entire sentence.

The employee took a trip in 1975--was it really that long ago?-  
- but hasn't taken any vacation leave since then.

What did he mean when he called the project a *snafu*?

## 13. Quotation Marks

- a. Use quotation marks to enclose direct quotations or fragments of quoted matter:

The supervisor said, "Congratulations on your promotion."  
He emphasized that very few people "possess the necessary qualifications" for the position.

- b. Use quotation marks to enclose words or phrases borrowed from others, words used in a special way or words of marked informality.

Be sure to update your resume, or as some people say, your “biodata summary.”

- c. Do not use quotation marks to enclose paraphrases:

Finding a better supervisor, the employee reported, would be impossible.

- d. Place quotation marks after a dash, question mark or exclamation point only when the quoted matter is being punctuated:

He asked, “When did she resign?”  
What is the meaning of “analytical”?  
“I don’t see why--”, he started to say.  
He thought he knew the status of the general order--he remembered seeing the grey “routing packets”--but he could not find the project folder.  
He cried, “Mercy!”  
Save us from his “mercy”!

- e. Place quotation marks before a colon or semicolon:

There is only one thing to do when she says, “I’ll do it”: write the acceptance letter for her.  
She spoke of the problems in getting the vacation schedule “approved”; too many employees had scheduled the same weeks off.

- f. Do not use quotation marks with names of forms, manuals, general orders, etc., as these are already distinguished by capitalization of the first letter of each word.

#### 14. Semicolon

- a. Use the semicolon between clauses to indicate a greater separation of thought or information than a comma can convey, but less than the separation that a period implies.

The Executive Staff will not meet next week; the Director may be out of town.

- b. Use the semicolon to separate elements of a series when individual segments contain material set off by commas. The semicolon is also used before the final conjunction in such a series.

The cover sheets are blue, red and gray; the text pages are white; and the graphs are pink, yellow, green and maroon.

## 15. Virgule

The virgule is known by many more common names, including *slash*, *diagonal*, *slant*. The virgule is used to represent a word not written out and to punctuate some abbreviations. Use it to:

- a. Separate alternatives when necessary. In this context, the virgule usually represents the words *or* or *and/or*.

The commander/manager is responsible.  
Give the project your attention/action as soon as possible.

Avoid using virgules in the above context unless essential. They are distracting to a reader. For this reason, keep references to *he/she*, *commander/manager*, etc., to a minimum.

- b. Represent the word *per* with units of measure.

The section used paper at the rate of 4,000 tons/year.

- c. Punctuate a few abbreviations.

c/o	care of
w/	with
w/o	without

## G. Italics and Underlining

Use italics or solid underlining to emphasize certain words and phrases. Italics is the preferred method. Underline spaces in a phrase if solid underlining is used.



1. In footnotes or bibliographies, italicize or underline the titles of books; periodicals; newspapers; musical compositions; or distinctive names of ships, trains or planes. An exception is that the Bible or books of the Bible are never underlined.

The report was published in the July 14, 1996, issue of the *New York Times*.

To give the staff inspiration, the supervisor often sang arias like The March of the Toreadors.

2. Italicize words, numbers, letters or other symbols when they are used for identification purposes only. In the following instance, italics replaces quotation marks.

The word *termination* was misspelled.

3. Use underlining to call the reader's attention to words that have been added or revised.
4. Limit underlining. An occasional underlined word gets attention, but when several words are underlined, the attention is divided; and the appearance of the page suffers.

## H. Words - Using and Abusing Them

1. Word Division

The following list contains helpful hints on what to avoid in word division:

### ***HELPFUL HINTS!***

- Avoid dividing a date. If a division must be made, divide after the month and day, and bring the year to another line.
- Do not divide a figure or separate a figure from the accompanying word, symbol, abbreviation or letter.
- Avoid dividing a word that retains its foreign pronunciation.
- Avoid dividing a proper name. If it must be divided, do not separate a title from the first name or initials, or a middle initial from the first name.

2. Commonly Confused and Misused Words

Following is a list of often commonly confused and misused words and phrases and their meanings:

a	used with consonant sounds	all ways	every approach
an	used with vowel sounds	always	every time
accept	to gain	amoral	outside or beyond the moral order or code
except	to leave out	immoral	not moral
access	admission; entry to	amount	total quantities
excess	exceeds a limit; overabundance	number	countable things
adapt	to become accustomed to; adjust	angry	annoyed
adept	skillful; good at	mad	insane
adopt	to select; choose	anyone	any person
adverse	unfavorable	any one	any single person or thing
averse	disinclined; feeling distaste for	appraise	to determine the value of something
addition	an added part	apprise	to notify; to tell
edition	version of	assure	to make safe from risk; to guarantee; to convince
advice	instruction; guidance (n)	ensure	to make certain
advise	to inform; to counsel (v)	insure	to make certain; associated with the business of insurance
affect	to move or stir emotions; influence	among	refers to three or more people or things
effect	to bring about; accomplish; result	between	refers to two people or things
aggravate	to intensify; make worse	awful	describes things disagreeable or objectionable (adjective)
irritate	annoy; anger	awfully	an intensifier (adverb)
agree to	agree to a thing	awhile	for a short time
agree with	agree with a person	a while	a period of time
ain't	incorrect; non-standard term for "isn't" or "aren't"	bare	naked; lacking cover
aisle	passageway; avenue	bear	to carry; animal
isle	an island	beside	at the side of
allowed	granted permission	besides	in addition to
aloud	out loud; using the voice	brake	a car's device
all ready	everything or everybody is ready	break	separate; shatter into parts
already	previously; beforehand	breath	draw in air
alright	non correct form	breathe	the act of inhaling and exhaling air
all right	correct form	bring	bring with
all together	everyone as a group	take	take away
altogether	without exception; completely	can	refers both to permission and the ability to do something
allusion	an indirect reference	may	refers to permission only
delusion	mistaken belief, often part of a psychological condition	capital	refers to finances; city
illusion	deceptive appearance or created by imagination	Capitol	government building
a lot	many	cease	to discontinue
a lot	non correct form	seize	to take
altar	place of worship	censor	to judge what material is unfit to be read or seen
alter	to change		
alternately	occurring by turns, one after the other		
alternatively	providing a choice between two items		

censure	to judge harshly; find fault with	eminent	prominent
cite	to quote or refer to	imminent	about to happen
sight	vision	especially	particularly; notably
site	location	specially	for a specific reason
climactic	of, being, or relating to a climax	every day	each separate day
climatic	of or relating to a climate	everyday	common
coarse	rough texture	every body	each separate body
course	plan; class	everybody	everyone
choose	to select; single out	every one	each person
chose	past tense of choose	everyone	every particular person or thing
complement	counterpart; accompaniment	explicit	clearly expressed; straightforward
compliment	to praise	implicit	implied; understood without direct statement
confidant	close friend	extant	still existing
confident	certain	extent	scope; size; range; limit
conscience	sense of moral right or wrong	farther	beyond; relates to physical distance
conscious	the awareness of one's feelings or thoughts	further	additional; more
contemptible	deserving of contempt	fewer	a small quantity or number
contemptuous	displaying contempt	less	applies to something that cannot be counted
continual	frequently; regularly repeated	flaunt	display in a showy way
continuous	uninterrupted	flout	to express contempt; to show scorn
could of	non correct form	formally	properly
could have	correct form	formerly	previously
council	group of people that governs or advises	forth	ahead
counsel	advice; to advise	fourth	refers to a number
credential	character; reference	hanged	refers to people
credible	believable	hung	refers to objects
creditable	deserving of praise	hear	listen
deposition	statement taken under oath	here	a location
disposition	personality; character; outcome of a court case	heard	past tense of "to hear"
desert	abandon; leave; arid land	herd	a crowd
dessert	a sweet served at the end of a meal	hours	time
device	gadget; instrument	ours	shows ownership
devise	to plot	imply	to introduce an idea; to suggest
discreet	prudent; tactful; careful of one's actions	infer	to reach a conclusion
discrete	distinct; separate	incidence	refers to the rate at which something occurs
disinterested	unbiased	incidents	separate, countable experiences
uninterested	not interested in	incredible	fantastic; unbelievable
elicit	to draw out	incredulous	skeptical; disbelieving
illicit	unlawful		
emigrate	move out of a country		
immigrate	move to a country		

instance	case; example	plane	airplane
instant	refers to a time; a moment	precede	to come before
inter	(prefix) between	proceed	to move ahead
intra	(prefix) within	precedence	seniority; priority
its	shows ownership	precedent	a classic example; rule of law used in similar cases
it's	contraction of "it is"		
knew	past tense of know	predominant	chief; main; most frequent
new	recent	predominate	to have authority over others
later	refers to time		
latter	points out the second of two items	presence	the condition of being present
leave	to depart	presents	gifts
let	to allow	principal	individual in control
lead	front position	principle	basic rule
led	past tense of lead	quiet	silent
liable	to be responsible for	quite	entirely; completely
libel	false publication	quit	to discontinue; stop
lie	to be untruthful; to recline	red	a color
lay	to place	read	present and past tense of read
loose	not tightly bound	respectfully	with respect
lose	failing to win	respectively	one series of items are related to a second series in the order given
loss	something destroyed (n)		
loosen	undo; ease	set	to place; to put into position
might of	incorrect form	sit	to be seated
might have	correct form		
one	number	sometime	at a future unspecified time
won	past tense of win	some time	a span of time
passed	past tense of pass	sometimes	occasionally
past	former	speaking to	to tell (involves two people)
patience	the quality of being patient	speaking with	to discuss (involves three or more people)
patients	those under medical treatment	stationary	unmoving; motionless
peace	calm	stationery	writing material; paper, pens and envelopes
piece	a part of	statue	sculpture
pear	edible fruit	statute	law enacted by the legislature
pair	two persons or items; couple	tenant	an inhabitant
pare	to cut back; reduce	tenet	principle
persecute	to harass persistently because of race, religion, or belief	than	used to compare
prosecute	to bring legal suit against	then	next in time
perspective	point of view	their	possessive case of they
prospective	likely; expected	there	in that place
personal	secret; confidential	they're	contraction of "they are"
personnel	staff		
plain	ordinary	thorough	complete; detailed
		threw	past tense of throw
		through	in one side and out the other

to	in a direction toward
too	so; also
two	number
trustee	member of a board of directors
trusty	an inmate who is given special privileges
use to	incorrect form
used to	correct form; accustomed to
wait	to remain; to delay
weight	volume; heaviness
wander	to move about without a plan or set destination
wonder	something causing surprise; admiration; awe
weak	frail; lacking strength
week	seven days in a week
weather	condition of atmosphere
whether	if it is so
wither	fade; to lose strength
who	which person/used as the subject in a sentence
whom	used as the object in a sentence
who's	contraction of "who is"
whose	shows ownership
your	shows ownership
you're	contraction of "you are"

ADDITIONS TO THIS LIST:

### 3. Plurals of Foreign Words

The plurals of some words of foreign origin often cause difficulty. As the list below indicates, some of these words have both an English and a foreign plural:

<b>SINGULAR</b>	<b>PLURAL</b>
addendum	addenda
analysis	analyses
antenna	antennas (also, in zoology, antennae)
appendix	appendixes (also appendices)
axis	axes
basis	bases
crisis	crises
criterion	criteria
curriculum	curriculum(s) (also curricula)
datum	data
erratum	errata
focus	foci
formula	formulas (also formulae)
fungus	fungi
genius	geniuses
hypothesis	hypotheses
index	indexes (also, in science, indices)
locus	loci
madam, madame	mesdames
matrix	matrices (also matrixes)
maximum	maximums (also maxima)
medium	mediums (also media)
memorandum	memorandums (also memoranda)
minimum	minimums (also minima)
minutia	minutiae
nucleus	nuclei (also nucleuses)
parenthesis	parentheses
phenomenon	phenomena
plateau	plateaus
podium	podiums
radius	radii (also radiuses)
referendum	referendums (also referenda)
stimulus	stimuli
stratum	strata
syllabus	syllabuses (also syllabi)
symposium	symposiums (also symposia)
synopsis	synopses
thesaurus	thesauri (also thesauruses)

thesis  
ultimatum

theses  
ultimatums (also ultimate)

4. Legal Terminology

The following is a list of words routinely found in legal documents. A lot of these terms are also found in words and phrases in material we read or are asked to type.

ad hoc	for particular or specific purposes
ad infinitum	without end
ad nauseam	to a sickening degree
bona fide	made in good faith or with sincere intent
caveat emptor	let the buyer beware
de facto	actually so; in reality
de jure	legally so; by a lawful title
ergo	therefore
ex post facto	after the fact; retroactive
facsimile	an exact copy
in absentia	in absence
in loco parentis	in the place of a parent
in media res	in the midst of things
ipso facto	by the fact itself; by the very nature of the case
modus operandi	method of operation
ne plus ultra	the highest point capable of being attained
non sequitur	a statement that does not follow logically from what came before it
per annum	in or for each year; by the year
per capita	per unit of population; for each individual
pro bone publico	for the public good
quid pro quo	an even exchange; something for something
sic	intentionally so written; indicates a word or phrase reproduced exactly, complete with errors
sine qua non	an essential characteristic or trait
status quo	the existing state of affairs

## I. Addresses and Salutations

The following is a list of appropriate addresses and salutations for outside correspondence:

ADDRESSES AND SALUTATIONS		
<u>Title</u>	<u>Address</u>	<u>Salutation</u>
Judge/Magistrate	The Honorable ____ ____ Judge of the Circuit Court Address	Dear Judge ____:
Mayor	The Honorable ____ ____ Mayor, City of Address	Dear Mayor ____:
Police Chief	Chief _____ Scottsdale Police Department Address	Dear Chief ____:
Sheriff	Sheriff _____ Greenlee County Sheriff's Office Address	Dear Sheriff ____:
Representative	The Honorable _ _ ____ The State Capitol Address	Dear Mr. ____:
Senator	The Honorable _____ The State Capitol Address	Dear Senator ____:
Governor	The Honorable _____ Governor, State of Arizona 1700 West Washington Phoenix, AZ 85007	Dear Governor ____:
President of the United States	The President The White House Washington, D.C.	Dear Mr. President:

## J. International Writing Tips

The way you write reflects your professional skills. It also contributes powerfully to the image of the Department. It is even more difficult to write effective international business documents. The following six tips will help you become a better international writer:



1. Be Sensitive

When you are writing to people who are usually speaking and reading English as a Second Language (ESL), rates of fluency vary. Be sensitive to ESL concerns. You should:

- a. Avoid the use of jargon, buzz words, or regional expressions.
- b. Keep it simple.
- c. Keep sentences short. Comprehension goes up when you do.

2. Avoid Humor and Sarcasm

If there is one thing that is not funny across cultures, it is humor. If you are responding to a letter and a person has given you pages and pages of detail, do not get sarcastic when you respond and write "I don't think there is enough information." You might be taken seriously.

3. Use the Correct Salutation

If you offend someone in the first line, that person may not read any further. The salutation is important.

- a. Be formal. It is usually best to use last names. Americans have a tendency to go to first names very quickly. Do not do this when writing internationally. Do not use first names unless you are sure you can do so. Do not use nicknames, either.
- b. Don't guess at titles. If you have not met the person and cannot tell the sex of the person from the person's name, as many international names are unfamiliar to us, drop the honorary title and just use first and last name.

4. Keep dates clear

Do not cause date confusion. In a foreign country, a date of 3/2/97 can be either March 2 or February 3, depending upon the destination of your letter. The solution is to spell out the date.

5. Differences between American and British English

Be aware of differences between American and British English. Even if English is the first language of the recipient of your letter, you still must be aware of differences in spelling and use words and phrases. An American

might write, “I’ll send you a bank check in two weeks,” while a British person will write, “I’ll send you a bank cheque in a fortnight.”

6. Cultural Differences Influence Writing

Some cultures, including many in Asian, Middle Eastern, and Latin countries, are relationship-oriented. They want to have a relationship with you, often before they will do business with you. They may be very personal in their letters, telling you things about their family or personal lives.

Other countries are more task-oriented. Relationships are emphasized less in these cultures, which include the United States, Canada, and Northern European countries. Writers tend to *get down to business* more quickly.



1. Stationery

Use DPS Interoffice Memorandum (DPS 801-02890) for the first page and plain white paper for any pages after the first page.

2. Page Set Up

Place the top margin 2 inches (12 lines) from the top edge of the page. Left and right margins are flexible; however, 1 inch margins are the standard. The bottom margin should be at least 1 inch from the bottom of the page.

Justification of a document is discretionary. Full justification (aligning the lines of text at both the left and right margins) looks professional, but can cause unintended *rivers* of white space running vertically down through the text. Unjustified (ragged) right margins are easier to read.

3. Font

Use easy to read fonts, such as **Times New Roman 12 pt**, the default font in Word, and **CG Times 12 pt**.

4. Style

Use full block style. All lines begin at the left margin. Indent only quotations, tables and similar material.

5. Format

a. Memo Heading

Type the guide words **DATE:**, **TO:**, **FROM:**, **SUBJECT:**, and **FOR:** in the heading of the memo. Begin at the top of the page at the left margin and use double spacing. Type the guide words in all-capital letters, bolded. Follow each guide word with a colon. Tab once after each colon and type the date, addressee and the writer in upper and lower case letters, regular type. The addressee and writer information will contain the same information that would be included in a signature block (rank, name, title, and department, or name, title, and department). The **SUBJECT:** line is the only line that will be entirely capital letters and bolded. The **FOR:** line includes the words [ ] action, [ ] decision, and [ ] information, [ ] signature.

If the memo is to be addressed to more than one person or a category of employees, the **TO:** line should read:

**TO:** Section Managers/Commanders, Agency Support Division  
or

**TO:** See Distribution List

Type *Distribution* on the third line below the reference initials or enclosure notation. Arrange names by rank order or alphabetically, in two or more columns.

b. Body (message)

Begin the body of the memo on the *third* blank line below the **FOR:** line. The margins are the same as for the heading. Use single spacing and leave one blank line between paragraphs.

c. Continuation Pages

Writing Manual  
Page 2  
October 1, 1997

---

Writing Manual  
Page 3  
October 1, 1997

If the memo is more than one page in length, additional pages will be on plain white paper and have a header placed 1 inch from the top of the page to include the following: Subject, Page number, and Date (*The Gregg Reference Manual*, ¶ 1384). The left and right margins remain the same. Resume the body of the memo on the third blank line below the header.

d. Signature Block

Because no signature line is required on a memo, handwritten initials can be inserted next to the typed name in the heading. **However, if a writer prefers to end the memo with a signature line**, type the writer's name or initials on the second blank line below the last line of the message. If the writer plans to insert a handwritten signature or initials above the signature line, type the signature line on the fourth blank line below the last line of the message to allow room for the handwriting. (*The Gregg Reference Manual* ¶1393)

e. Concurrency Line

Place the concurrence line on the fifth blank line below the last line of the signature block. Type the word *Concur*:, capitalizing the first letter and following with a colon and one blank line. Under the line, place a signature block for the signer.

Example:            Concur: \_\_\_\_\_ Date: \_\_\_\_\_  
                                  Name, Rank  
                                  Title, Department

If there is no signature block, place the concurrent line on the fifth blank line below the last line of the memorandum body.

## f. Reference Initials

Place the typist's initials at the end of the memo, at the left margin, on the fourth blank line below the body, in lower case letters. If the writer's initials are used, they will precede the initials of the typist and be capitalized. If a signature line has been included in the memo, place the reference initials on the second blank line below the signature line. If a concurrence line has been included, place the reference initials on the second blank line below the concurrence.

Examples:      Typist only:          pm  
                  Writer and typist:    JA/pm  
                  (*The Gregg Reference Manual* ¶1371)

## g. Enclosure Notation

If one or more items are to be included with the memo, type the word *Enclosure* or *Attachment* at the left margin, two blank lines below the reference initials. (Use *Attachment* only when an item is *physically* attached to the letter.)

The following styles are commonly used:

Enclosure    or  
Enc. 4        or  
Enclosures:  
1. Check  
2. Invoice

h. Copy Notation

Place the copy notation at the left margin, two blank lines below the enclosure notation or reference initials, whichever comes last. The initials *cc* or *c*, with or without a colon, are still the most commonly used methods for introducing this notations. If several persons are to receive copies, type *cc* or *c* only next to the first name on the list. Align all the other names with the start of the first name and list the names according to rank or in alphabetical order. (*The Gregg Reference Manual ¶1376d*)

Example:    cc: Criminal Investigations Division  
                 Highway Patrol Division  
                 Agency Support Division  
  
                 c    Criminal Investigations Division  
                 Highway Patrol Division  
                 Agency Support Division

Single space the enclosure notation and copy notation below the reference initials instead of two blank lines below if space is an issue.

Example:    pm  
                 Enclosure  
                 c: Highway Patrol Division

## B. Letters

Letters are correspondence sent outside the agency.



DOUGLAS A. DUCEY  
Governor

FRANK L. MILSTEAD  
Director

### ARIZONA DEPARTMENT OF PUBLIC SAFETY

2102 WEST ENCANTO BLVD. P.O. BOX 6638 PHOENIX, ARIZONA 85005-6638 (602) 223-2000

*"Courteous Vigilance"*

October 1, 1997

Mr. John Doe, Manager  
Data Processing Division  
620 W. Washington St.  
Phoenix, AZ 85003

Dear Mr. Doe:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

Sincerely,

John Smith, Manager  
Data Processing Section

JS/cp

Enclosure



1. Stationery

- a. Use DPS letterhead (DPS 801-02885) for all letters and plain white paper for any subsequent pages required.
- b. Use special engraved (watermarked) stationery (DPS 801-02880) for letters requiring the Director's or Deputy Director's signature. Request this special paper from your bureau secretary.

**NOTE:** Employees shall use DPS letterhead stationery only for official department business.

2. Page Set Up

Place the top margin 2 inches (12 blank lines) from the top edge of the page. Left and right margins will depend on the length of the letter. Letters longer than one page generally have 1 inch margins. However, a letter with wider side margins is more attractive and easier to read. The bottom margin should be at least 1 inch from the bottom of the page.

Justification of a document is discretionary. Full justification (aligning the lines of text at both the left and right margins) looks attractive, but can cause unintended *rivers* of white space running vertically down through the text. Unjustified (ragged) right margins are easier to read.

3. Font

Use an easy to read font, such as **Times New Roman 12 pt**, the default font for Word, and **CG Times 12 pt**.

4. Style

Use full block style. All lines begin at the left margin. Indent only quotations, tables and similar material.

5. Format

a. Date Line

Write the name of the month (written in full), the day, (written in figures and followed by a comma), and the complete year (in figures) for the date line. The date line is placed on the first blank line below the 2 inch margin. (*The Gregg Reference Manual ¶1314a, d*)

Example: January 1, 1997

b. Inside Address

The inside address contains the name and title of the addressee, name of the business or organization, if applicable, street address or post office box number, and the city, state and ZIP code. The inside address normally begins at the left margin, on the sixth blank line below the date. (*The Gregg Reference Manual* ¶1317-1320)

Example: Mr. John Doe, Manager  
Date Processing Division  
Phoenix Police Department  
620 W. Washington St.  
Phoenix, AZ 85003

c. Salutation

Type the salutation at the left margin, on the second blank line below the inside address. Follow the salutation with a colon. (*The Gregg Reference Manual* ¶1309)

Example: Dear Mr. Doe:

d. Body (message)

Begin the text of the letter at the left margin on the second blank line below the salutation. Use single spacing and leave one blank line between paragraphs. (*The Gregg Reference Manual* ¶1354, 1355)

e. Continuation Pages

If the letter is more than one page in length, additional pages will be on plain white paper and have a header.

Mr. John Doe  
Page 2  
October 1, 1997

---

Mr. John Doe  
Page 3  
October 1, 1997

The header should be placed 1 inch from the top of the page to include the following: the name of the addressee, the page number and the date. The left and right margins remain the same. Resume the body of the letter on the third blank line below the heading. *Never use a continuation page just for the closing section of a business letter.* The complimentary closing should always be preceded by at least two lines of the message. (*The Gregg Reference Manual ¶1384 and 1385a*)

f. Complimentary Closing

Begin the complimentary closing at the left margin, on the second blank line below the last line of the body of the letter. Capitalize only the first word of a complimentary closing. Place a comma at the end of the complimentary closing. (*The Gregg Reference Manual ¶1358, 1309a*)

Examples: Sincerely,  
Sincerely yours,

**NOTE:** The Director prefers *Sincerely*.

g. Signature Block (writer's name, rank, title, and department, or name, title, and department)

Place the writer's name on the fifth blank line below the complimentary closing. Arrange the writer's name, rank, title, and department or name, title, and department on two or more lines to achieve good visual balance. If the letter is typed on department letterhead, it is not necessary to include the agency name in the signature block.

Example: John Smith, Manager  
Data Processing Section

Name, Title/Rank  
Department

**NOTE:** The Department convention is five blank lines below the complimentary closing. However, if the letter is running short, up to six blank lines can be used between the complimentary closing and the signature block. If the letter is running long, as little as two blank lines can be used for the signature.

h. Reference Initials

Place the typist's initials in lower case letters when the writer's name is given in the signature block. Type the initials at the left margin, on the second blank space below the last line of the signature block. If the writer's initials are used, they should precede the initials of the typist and be capitalized. **(When typing a letter for the Director/Deputy Director's signature, do not include the writer's initials.)**

Examples:	Typist only:	pm
	Writer and typist:	JA/pm

i. Enclosure Notation

If one or more items are to be included in the envelope with the letter, type the word *Enclosure* or *Attachment* at the left margin, two blank lines below the reference initials. (Use *Attachment* only when an item is physically attached to the letter.)

The following styles are commonly used:

Enclosure	<u>or</u>
Enc. 4	<u>or</u>
Enclosures:	
1. Check	
2. Invoice	

j. Copy Notation

Place the copy notation at the left margin, on the second blank line below the enclosure notation or reference initials, whichever comes last. The initials *cc* or *c*, with or without a colon, are still the most commonly used device for introducing this notation. If several persons are to receive copies, list the names according to the rank of the persons or in alphabetical order.

Example:	c: Criminal Investigations Division
	Highway Patrol Division
	Agency Support Division

Single space the enclosure notation and copy notation below the reference initials instead of two lines below if space is an issue.

Example:   pm  
              Enclosure  
              c: Highway Patrol Division

6.     Briefing Paper

Use bullet statements to provide all pertinent information necessary to compose a letter on a subject requested from the Director's Office for use in outside correspondence. Be sure to give the who, what, where, why and how.

7.     Observing Protocol

- a.     Proper protocol will be observed when answering external correspondence. Correspondence received from an outside agency head shall be answered over the Director's signature. If correspondence is received from an outside agency head who requests a return reply addressed to the attention of another, the appropriate division, bureau or section head will respond.
- b.     All correspondence is to be prepared for the Director's signature when directed to the following:
  - (1)    Elected or appointed federal positions
  - (2)    Governors of any state or their staff
  - (3)    Members of any state legislature
  - (4)    Any state elected official
  - (5)    An official of any city or town
  - (6)    The head of any law enforcement agency

## **C.     Customizing Letters and Memorandums**

1.     Lengthening a Short Document

To spread a short letter over one page, use any combination of the following techniques:

- a.     Increase the side margins.
- b.     Increase the font size.
- c.     Lower the date line by as many as six blank lines.

- d. Leave up to nine blank lines between the date and the inside address.
- e. Leave up to six blank lines for the signature.
- f. Lower the reference initials one or two lines.

## 2. Shortening a Long Document

To condense a longer letter, use any combination of the following techniques:

- a. Reduce side margins to one inch if you have been using a wider margin.
- b. Reduce font size or style to one that yields more characters per inch. You can also reduce the space between letters and words. Be sure that the type is still readable after all adjustments.
- c. Type the date on the third blank line below the letterhead.
- d. Leave only two or three blank lines between the date line and the inside address.
- e. Leave only two or three blank lines for the signature.
- f. Use Word *make it fit* function.

**NOTE:** Be sure that the type is still readable after all adjustments.

# **APPENDIX A**





## **U. S. STATE NAMES AND ABBREVIATIONS**

AL	Alabama	MT	Montana
AK	Alaska	NE	Nebraska
AZ	Arizona	NV	Nevada
AR	Arkansas	NH	New Hampshire
CA	California	NJ	New Jersey
CO	Colorado	NM	New Mexico
CT	Connecticut	NY	New York
DE	Delaware	NC	North Carolina
DC	District of Columbia	ND	North Dakota
FL	Florida	OH	Ohio
GA	Georgia	OK	Oklahoma
HI	Hawaii	OR	Oregon
ID	Idaho	PA	Pennsylvania
IL	Illinois	RI	Rhode Island
IN	Indiana	SC	South Carolina
IA	Iowa	SD	South Dakota
KS	Kansas	TN	Tennessee
KY	Kentucky	TX	Texas
LA	Louisiana	UT	Utah
ME	Maine	VT	Vermont
MD	Maryland	VA	Virginia
MA	Massachusetts	WA	Washington
MI	Michigan	WV	West Virginia
MN	Minnesota	WI	Wisconsin
MS	Mississippi	WY	Wyoming
MO	Missouri		

## **U. S. TERRITORIES/POSSESSIONS NAMES AND ABBREVIATIONS**

AS	American Samoa
FM	Federated States of Micronesia
GU	Guam
ML I	Marshall Islands
PW	Palau
PR	Puerto Rico
VI	Virgin Islands
MP	Northern Mariana Islands

# **APPENDIX B**

## ACRONYMS

AA	Affirmative Action
AAC	Arizona Administrative Code
AASHTO	American Association of State Highway and Transportation Officials
ACCH	AZ Computerized Criminal History
ACIC	AZ Crime Information Center
ACJC	Arizona Criminal Justice Commission
ACJIS	AZ Criminal Justice Information System
ACTTF	Anti-Counter Terrorism Task Force
ADA	Americans with Disabilities Act
ADAM	Alcohol Data Acquisition Management
ADC	AZ Department of Corrections (also see DOC)
ADOT	AZ Department of Transportation
<i>AFCU*</i>	<i>Asset Forfeiture Counsel Unit</i>
AFIS	AZ Financial Information System
AFIN	Automated Fingerprint Identification Network
AFSU	Asset Forfeiture Service Unit
AG	Attorney General
AHPA	Associated Highway Patrolmen of Arizona
AIDS	Acquired Immune Deficiency Syndrome
AIX	IBM Advanced Interactive Executive Operating System
AKA	Also Known As
ALEA	AZ Law Enforcement Academy
<i>ALEOAC*</i>	<i>AZ Law Enforcement Officer Advisory Council (Replaced by AZ POST)</i>
ALERT	AZ Local Emergency Response Team
<i>ALETA*</i>	<i>AZ Law Enforcement Training Academy (Replaced by ALEA)</i>
ALETS	Arizona Law Enforcement Telecommunications System
ANG	Arizona National Guard
ANSI	American National Standards Institute
ATT	Advanced Trooper Training
APB	All Points Bulletin
ARS	Arizona Revised Statute
ARSC	AZ Revised Statutes & Codes (Mainframe System)
ASB	Agency Support Bureau
ASRS	AZ State Retirement System
ATF	(Bureau of) Alcohol, Tobacco & Firearms (also see BATF)
AZAFIS	AZ Automated Fingerprint Identification System
AZ POST	AZ Peace Officer Standards and Training Board
BAC	Blood Alcohol Content
BADG	Badge Listing/Personal Information System (Mainframe System)

BAG	Border Alliance Group
BASF	Ben Avery Shooting Facility
BATF	Bureau of Alcohol, Tobacco and Firearms
BIA	Bureau of Indian Affairs
BJS	Bureau of Justice Statistics
BLM	Bureau of Land Management
BO	Bureau Order
BOLO	Be On the Lookout
B-PAD	Behavioral Personnel Assessment Device
BU	Budget Unit
CAD	Computer Aided Dispatch
CALEA	Commission on Accreditation for Law Enforcement Agencies
CPR	Cardiopulmonary Resuscitation
CARNAC	Combined Agency Research Network for the Analysis of Crime Intelligence Sharing System
CC	Carbon Copy
CCMR	Classification/Compensation Maintenance Review
CCW	Carrying Concealed Weapon
CEO	Chief Executive Officer
CETF	Civilian Emergency Task Force (formerly UOCTF)
CFR	Code of Federal Regulations
CHRI	Criminal History Record Information
CI	Criminal Investigation
CI	Confidential Informant
CIB	Criminal Investigation Bureau
CIO	Chief Information Officer
CIRU	Criminal Investigation Research Unit
CISD	Critical Incident Stress Debriefing
CJEF	AZ Criminal Justice Enhancement Fund
CJSB	Criminal Justice Support Bureau
CISS	Criminal Information Services Section
COMP	Compensatory (time or leave)
COP	Community Oriented Policing
COPS	Concerns of Police Survivors
CP	Command Post
CTA	Control Terminal Agency
CTO	Control Terminal Officer
CTSP	Community Traffic Safety Programs
CUB	Covert Underage Buyer
CVSS	Commercial Vehicle Safety Specialist
D-#	District #

D.A.R.E.	Drug Abuse Resistance Education
DART	Department Automated Report Tracking System (Mainframe System)
DEA	Drug Enforcement Administration
DEC	Digital Equipment Corporation
DEMA	AZ Department of Emergency and Military Affairs
DES	AZ Department of Economic Security
DC	District Commander
DHS	AZ Department of Health Services
DIC	Deputy Incident Commander
DLLC	AZ Department of Liquor Licenses and Control
DMR	Director's Management Regulation
DMV	Division of Motor Vehicles (also see MVD)
DNA	Deoxyribonucleic Acid
DO	Directors' Office
DOA	AZ Department of Administration
DOA	Dead on Arrival
DOB	Date of Birth
DOC	AZ Department of Corrections (also see ADC)
DOC	Department of Commerce
DOJ	U. S. Department of Justice
DOR	AZ Department of Revenue
DOS	Disk Operating System
DOT	U. S. Department of Transportation
DP*	<i>Data Processing (Replaced by IS - Information Systems Section)</i>
DPS	AZ Department of Public Safety
DR	Department Report
DRE	Drug Recognition Expert
DRT	District Response Team\
DRU	Department Records Unit
DUI	Driving Under the Influence
DVA	District Vehicle Administrator
DVER	Driver Vehicle Examination Report
DWI	Driving While Intoxicated
ECC	Emergency Coordination Center
EEO	Equal Employment Opportunity
EMS	Electronic Mail System
EMS	Emergency Medical Services
EMSCOM	Emergency Medical Services Communication
EOD	Explosive Ordnance Disposal
EPIC	El Paso Intelligence Center
ESP	Employee Suggestion Program
ETA	Estimated Time of Arrival

EVAL	Employee Evaluation System (Mainframe System)
FAA	Federal Aviation Administration
FAST	Full Access System Terminal
FATS	Firearms Training Systems
FBI	Federal Bureau of Investigation
FCP	Field Command Post
FHWA	Federal Highway Administration
FI	Field Interview
FIND	Family Information Directory
FINQ	AZ Financial Information System (Mainframe System)
FLSA	Fair Labor Standards Act
FMGT	Fleet Management System (Mainframe System)
FMLA	Family and Medical Leave Act
FNU	First Name Unknown
FOP	Fraternal Order of Police
FTA	Failure to Appear
FTE	Full Time Equivalent Position
FTI	Field Training Instructor
FTP	File Transfer Protocol
FTU	Firearms Training Unit
GATE	Guatemalan Auto Theft Enforcement
GIS	Geographic Information System
GITA	Government Information Technology Agency
GITEM	Gang Intelligence Team Enforcement Model
GO	General Order
GO #	General Order Number
GOCHS	Governor's Office of Community & Highway Safety
GPS	Global Positioning System
HAZMAT	Hazardous Materials
HBV	Hepatitis B Virus
HDC	Hawkin's Data Center, California Department of Justice
HIDTA	High Intensity Drug Trafficking Area
HGN	Horizontal Gaze Nystagmus
HIV	Human Immunodeficiency Virus
HMPT	Highway Milepost Table
HOV	High Occupancy Vehicle
HP	Highway Patrol
HPB	Highway Patrol Bureau
HPBS	Highway Patrol Bureau Scheduling System (Mainframe System)
HR	Human Resources

HRS	Human Resources Section
HURF	Highway Users Revenue Fund
HTML	Hypertext Markup Language
HTTP	Hypertext Transfer Protocol
IA	Internal Affairs
IACP	International Association of Chiefs of Police
IALEA	International Association of Law Enforcement Analysts
IALEP	International Association of Law Enforcement Planners
IB	Information Bulletin
IC	Incident Commander
ID	Identification Credentials/Card
III	Interstate Identification Index (pronounced “triple I”)
INS	Immigration & Naturalization Service
INTEL	Intelligence
IPTM	Institute of Police Technology and Management
IRM	Information Resource Management
IRS	Internal Revenue Service
IS	Information Systems
ISS	DPS Information Systems Section (formerly Data Processing)
ISTEA	Intermodal Surface Transportation Efficiency Act
IT	Information Technology
JCNTF	Joint Counter Narcotics Task Force
JDIG	Joint Drug Interdiction Group
JLBC	Joint Legislative Budget Committee
JP	Justice of the Peace
KALL	Call-Sign Table System (Mainframe System)
KAPO	Capital Outlay System (Mainframe System)
KASE	Case Management System (Mainframe System)
LAN	Local Area Network
LAPR	Library, Archives and Public Records, AZ Department of
LE	Law Enforcement
LECC	Law Enforcement Coordinating Committee
LEMSC	AZ Law Enforcement Merit System Council
LEJIS	Law Enforcement Judicial Information System
LNU	Last Name Unknown
LP	Lesson Plan
LWOP	Leave Without Pay
LZ	Landing Zone

MADD	Mothers Against Drunk Driving
MAGNET	Mohave Area General Narcotics Enforcement Team
MANTIS	Metro Area Narcotics Trafficking Interdiction Squads
MBO	Management by Objectives
MCSAP	Motor Carrier Safety Assistance Program
MCSCO	Maricopa County Sheriff's Office
MDT	Mobile Digital Terminal
METRO	Highway Patrol Districts #5, #7, #13 and #14
MIS	Management Information System
MTF	Mobile Task Force
MVD	Motor Vehicle Division of the AZ Department of Transportation
NAFTA	North American Free Trade Agreement
NATB*	<i>National Automobile Theft Bureau (Replaced by NICB)</i>
NAT4	Computer branching command to several administrative programs
NCIC	National Crime Information Center
NCJRS	National Criminal Justice Reference Service
NCMEC	National Center for Missing and Exploited Children
NCPC	National Crime Prevention Council
NET	Northern Enforcement Team
NGA	National Governors Association
NGSA	National Governor's Security Association
NIBRS	National Incident-Based Reporting System
NHTSA	National Highway Traffic Safety Administration
NICB	National Insurance Crime Bureau (formerly NATB)
NIJ	National Institute of Justice
NLETS	National Law Enforcement Telecommunications System
NMI	No Middle Initial
NMSL	National Maximum Speed Limit
NSC	National Safety Council
NTC	National Troopers Coalition
OC	Organized Crime
OC	Oleoresin Capsicum (pepper spray)
OCDETF	Organized Crime Drug Enforcement Task Force
OEG	Office for Excellence in Government Institute
OJT	On the Job Training
OOS	Out of Service
OP	Occupant Protection
OPCOMM	Operational Communications
OPD	Operations Division
OPM	U. S. Office of Personnel Management
OPR	Office of Primary Responsibility



ORI	Originating Agency Identifier
OSHA	Occupational Safety and Health Administration
OSPB	Office of Strategic Planning & Budgeting
OT	Overtime
PACE	Public Affairs and Community Education
PAM	Police Allocation Model
PANT	Prescott Area Narcotics Task Force
PBT	Preliminary Breath Testers
PC	Personal Computer
PD	Police Department
PDEP	Personnel Deployment System (Mainframe System)
PERS	Personnel Files System (Mainframe System)
PIJ	Project and Investment Justification document
PIO	Public Information Office/Officer
PO	Purchase Order
POE	Port of Entry
POP	Problem Oriented Policing
POPAT	Police Officers Physical Aptitude Test
POST	Police Officer Standards & Training (also see AZ POST)
P/PAR	Personnel/Position Action Request
PPE	Personal Protective Equipment
PRC	Proficiency Review Committee
PSAT	Post Seizure Analysis Team
PSPRS	Public Safety Personnel Retirement System
PTS	Police Traffic Services
QMI	Quality Management Initiative
QAB	Qualifications Appraisal Board
R13-5-01 to R13-5-50	LEMSC Rules (Arizona Administrative Code, Title 13, Chapter 5)
RATE	Regionalized Anti-Gang Team Enforcement
REQ	Requisition form
RICO	Racketeering Influenced Crime Organization
RISS	Regional Information Sharing System
RMIN	Rocky Mountain Information Network
ROCIC	Regional Organized Crime Information Center
R&P	Research & Planning
SAD*	<i>Scientific Analysis Division (Replaced by Scientific Analysis Section)</i>
SADD	Students Against Driving Drunk
SBA	Southwest Border Alliance

SCBA	Self Contained Breathing Apparatus
SCON	Consumable Inventory System (Mainframe System)
SD	Support Division
SFST	Standardized Field Sobriety Testing
SID #	State Identification Number
SIU	Special Investigations Unit
SIRS	Suspect Information Reports System
SLIM	Statewide Long-term Improved Management
SMART	Speed Monitoring Awareness Radar Trailer System
SO	Sheriff's Office
SOP	Standard Operating Procedure
SOU	Special Operations Unit
SPPPO	IACP State and Provincial Police Planning Officers
SROVT	Solid, Realistic, Ongoing, Verifiable Training
SSD*	<i>Special Services Division (Replaced by Special Services Region)</i>
SSN	Social Security Number
SSO	Systems Security Officer
SSR	Special Services Region
SWBSADIS	Southwest Border States Anti-Drug Information System
SWRTC	Southwest Regional Training Center
T/A	Time and Activity Summary Report
TBA	To Be Announced
TCD*	<i>Telecommunications Division (Replaced by Telecommunications Engineering and Services Sections)</i>
TDY	Temporary Duty
T&E	<i>Training &amp; Education (disbanded)</i>
TIME	Time & Activity (Mainframe System)
TOC	Terminal Operator Certification
TQM	Total Quality Management
TR	Traffic Records
TRP	Temporary Registration Plate (drive-out vehicle sticker)
TRP	Tuition Reimbursement Program
TUG	Technical User Group
UAG	User Advisory Group
UCR	Uniform Crime Report
UOCTF*	<i>Unusual Occurrence Control Task Force (Replaced by CETF)</i>
URL	Uniform Resource Locator
USC	United States Customs
USM	United States Marshall's Office

VASCAR	Visual Average Speed Computer and Recorder
VDP	Violator Directed Patrol
VEND	Vendor Inquiry (Mainframe System)
VIN	Vehicle Identification Number
VOCA	Victims of Crime Act
VTI	Vehicle Theft Interdiction
VTI	Vehicle Theft Investigation
WAN	Wide Area Network
WYSIWYG	What You See Is What You Get
WSIN	Western States Information Network
WWW	World Wide Web
ZIP	Zone Improvement Plan
28	Vehicle Registration Check, Code 10-28
29	Vehicle Stolen Check, Code 10-29

*\* Obsolete terms provided in italics only as historical references.*

# **APPENDIX C**

## Lesson Plan Construction

This document details how to write a lesson plan. Included are instructions on writing solid performance objectives, choosing lesson plan formats, developing the lesson, and choosing assessment measures. Three checklists are provided as a means to make lesson plan construction more efficient, and DPS or AZ POST approval more likely, the first time the lesson plan is submitted. Solidly constructed lesson plans are also a benefit when our agency seeks to offer a course for credit through a community college. All of the information included in this section comes from the revised AZ POST General Instructor Program curriculum, September 1996.

### **STEP ONE: PERFORMANCE OBJECTIVES**

What is a performance objective? According to well-known educator R. F. Mager, “A performance objective is a statement in writing which reflects a measurable skill, ability, or knowledge that the student must have gained during the course of instruction.”

1. “A statement in writing” - This statement is written on the cover sheet and within the introduction and conclusion of the lesson plan and leaves no room for misinterpretation. It is very specific.
2. “Measurable” - If it cannot be measured, do not use it.
3. “Skill, ability, or knowledge” - Any information or idea that can be conveyed from one person to another.
4. “During the course of instruction” - The objectives cover only what is taught in the course.

### **Importance of Sound Performance Objectives**

Performance objectives are important for many reasons.

- ◆ One job of performance objectives is to *form the framework for the lesson plan*.
- ◆ Performance objectives are also the *basis for the selection and design of materials, content and method* of the instruction process.
- ◆ Another purpose of objectives are the *basis for determining the achievement of desired results*.
- ◆ Performance objectives let the student know what is important and this helps to direct the class toward a desired outcome.
- ◆ Objectives help the instructor stay on track with the class.

Please remember objectives set down to alter someone’s attitude will fail and that testing for *thought* is not specific, observable or directly measurable.

### **Three Required Parts of a Performance Objective**

When writing a performance objective for a DPS or an AZ POST sanctioned course, you must include three things - performance, condition and criterion. Let us look first at the definitions for performance, condition and criterion, then we will talk about each one in depth.

### Definition of Performance

The performance is the task given the student. The performance, simply stated is, *what they gotta do*, in order to demonstrate learning. The performance states what the student will physically be able to accomplish from the instruction.

### Definition of Condition

The condition is the *how* the student must demonstrate learning. Another way to define the condition is, *what they get to use to do the performance*. Conditions include under what/which conditions the performance will occur.

### Definition of Criterion

The criterion is the *measure* of successful performance. In other words, *to what standard do they have to perform*. The criterion states the quality or level of performance considered acceptable.

## **Writing Performance Objectives**

### Writing the Performance

When writing the performance part of your objectives

- ◆ use active verbs.
- ◆ ensure the performance you state is both specific and observable to ensure there is little or no chance of misinterpretation by students or alternate instructors.
- ◆ ensure your performance is *attainable* given the time limits and amount of instruction.
- ◆ make sure your performance states an expected task, not an attitude because attitude cannot be measured for instructional purposes.
- ◆ describe exactly what you expect to see or hear the student do.

*See the specific verb list on the next page for some samples of specific, observable and measurable performance terms.*

SPECIFIC VERBS USEFUL IN MAKING PERFORMANCE OBJECTIVES MORE PRECISE							
<b><u>Simple Tasks</u></b> attend choose collect complete copy count define describe designate detect differentiate discriminate distinguish distribute duplicate find identity initiate indicate isolate label list mark match name note omit order place point provide recall repeat select select state tally tell underline  <b><u>Study Skills</u></b> arrange attempt categorize chart cite circle classify compile consider diagram document find follow formulate	gather include itemize locate map organize quote record relate reproduce return search signify sort suggest support underline volunteer  <b><u>Analysis Skills</u></b> analyze appraise combine compare conclude contrast criticize deduce defend evaluate explain formulate generate induce infer paraphrase plan present save shorten structure switch  <b><u>Synthesis Skills</u></b> alter change design develop discover expand extend generalize modify	paraphrase predict propose question rearrange recombine reconstruct regroup rename reorganize reorder rephrase restate restructure retell rewrite signify synthesize systemize  <b><u>General Applications</u></b> assemble blend brush build carve color construct crush cut dab dot draw drill finish fit fix fold form frame grind hammer handle heat illustrate make melt mend mix mold nail paint paste	pat position pour press procedure roll rub sand saw sculpt sew shake sharpen sketch smooth stamp stick stir trace trim varnish wipe wrap  act clasp correct cross direct display omit enter exit express leave move pantomime pass perform proceed respond show start turn  abbreviate accent alphabetize argue articulate capitalize edit hyphenate indent outline	print pronounce punctuate read recite speak spell state summarize syllabicate translate type verbalize write  add bisect calculate check compound compute count derive divide estimate extrapolate extract graph group integrate interpolate measure multiply number plot prove reduce solve square subtract tabulate tally verify  <b><u>Physical</u></b> arch bat bend carry catch chase climb coach coordinate critique	float grip hit hop jump kick knock lift march perform pitch run score skate ski skip stand stretch strike swim swing throw toss  calibrate compound connect convert decrease demonstrate dissect graft grow increase insert lengthen light limit manipulate nurture operate prepare reduce remove replace report reset set specify straighten time transfer weigh	<b><u>Social</u></b> accept agree aid allow answer buy communicate compliment contribute disagree discuss excuse forgive greet guide help inform interact invite join laugh lend meet offer participate permit praise react relate serve share smile supply talk thank volunteer vote	<b>For Your Own Entries</b>

### Writing the Conditions

If a performance requires conditions be imposed, the conditions must be identified. Conditions must be included in the written performance objective. By doing this, you will ensure conditions are standardized for each class (night, rain, simulations, snow). In determining which conditions should be imposed answer the following questions:

- ◆ What will the learners be allowed to use?
- ◆ Will they be allowed to use books or other aids when testing?
- ◆ What will be denied?
- ◆ Will students be denied the use of any aids when testing?
- ◆ Under what environmental conditions do you expect the learned behavior to occur in the real world?
- ◆ Are there any skills you are specifically trying to develop in the student?

### Writing the Criterion

The standard of performance required needs to be **measurable, observable and attainable**. The purpose of having specific criteria is to assure desired levels of standardized performance are met when the learning is successful.

- ◆ Set speed and time limits, or establish accuracy, quality or resultant ability standards.
- ◆ Use only as much criteria as necessary to be clear and keep criteria as simple as possible.
- ◆ Always keep your end goal in mind when setting your criteria. You should never impose criteria that are not essential to the task. One example would be setting a time limit when none is necessary.

**When no criterion is stated, 100 percent accuracy is assumed.**



## EXAMPLES OF PERFORMANCE OBJECTIVES

### SAMPLE (COMBINED) PERFORMANCE OBJECTIVES

*At the end of this 2.0 block of instruction using the study guide, handouts, notes and Instructor as resources, the student will be able to with **100 percent accuracy**:*

↙ Conditions  
are italicized.

1. Verbally define “training goal”.
2. Define in writing “performance objective” as given in this class.
3. List the three required parts of a performance objective.
4. Write three complete performance objectives for use in a final presentation using terms given in this class.

↑ Criterion is  
underlined.

↙ PERFORMANCE

### INDIVIDUAL EXAMPLES OF PERFORMANCE OBJECTIVES

#### **Performance Examples:**

- “State the Gettysburg address aloud”
- “Recite the five most popular types of bread”
- “Write a report”
- “Drive a car around the track three times”

#### **Condition Examples:**

- “Using only notes on 3 x 5 index cards”
- “From memory”
- “Using self-made notes and witness interview statements”
- “At night on dry pavement, at night on wet pavement, and at night on icy pavement”

#### **Criterion Examples:**

- “Within three minutes the student will”
- “Student will be able to illustrate three of five”
- “Use the first person point of view throughout and include facts to prove all elements of the crime”
- “Exhibiting no skids or spins, hitting no more than one orange cone, and remaining within the cones at all times”

## **STEP TWO: LESSON PLAN FORMAT**

Once you have written sound performance objectives, you should have a clear idea where the lesson is headed. Now you must decide how you are going to put it together. Lesson plans should be put together with specific information in specific places to make it easier for lesson plan evaluators and instructors to find the required information. Any time you write a lesson plan for DPS or AZ POST approval, you will be required to turn in a complete lesson plan packet. In this section on lesson plan format, we will review the parts of the lesson plan packet, the mandatory cover sheet items, and the three outline formats you should use to organize a lesson plan.

### **Lesson Plan Packets**

Every instructor knows there is more to teaching a class than just the lesson outline. To ensure you include all of the parts that make up a successful lesson plan, follow a lesson plan packet checklist. (See next page.) There are five parts of a lesson plan packet including the cover sheet, lesson plan, presentation materials, student materials, and assessment methods.

#### **Lesson Plan Cover Sheets: Part One of the Packet**

Both DPS and AZ POST have standard lesson plan cover sheets. These forms are available on disk and on paper through Operational Training or Professional Development in the Training Section. The cover sheet should be filled in as completely as possible. Complete the six mandatory blocks and write, "N/A," (not applicable), in any of the others that do not apply to your lesson plan.

The six mandatory blocks are

1. course title
2. hours of instruction
3. last date lesson plan prepared **OR** revised
4. name of preparer
5. the course instructor and back-up instructor
6. performance objectives.

**Lesson Plan Packet Checklist for** \_\_\_\_\_  
(Course Title)

*Complete this checklist and turn it in with your lesson plan when you turn it in for review.*

- ☐ Lesson Plan Cover Sheet
    - ☐ Filled in as much information as possible, including the six mandatory blocks.
    - ☐ If a block is not applicable, marked it "N/A."
  - ☐ Lesson Plan
    - ☐ Typed the lesson plan on lesson plan forms. (Computer facsimile is okay.)
    - ☐ Included performance, condition and criterion in each performance objective.
    - ☐ Used one of the three outline formats listed in this manual.
    - ☐ Included an introduction, body, conclusion and transitions in the lesson plan.
    - ☐ Included references to handouts, overhead transparencies, video clips and other instructor notes in the "notes" portion of the lesson plan.
  - ☐ Presentation Materials included are
    - ☐ Overhead transparency masters (paper or disk copy)
    - ☐ List of *audio* tapes used and where available
    - ☐ List of *video* tapes used and where available
    - ☐ Computer presentation on disk or copies of slides used
    - ☐ Outline of information that goes on flip charts or boards and instructions for in-class activities
    - ☐ In-class activity handouts and demonstration or display items
  - ☐ Student Materials included are
    - ☐ Handouts given at **beginning** of class to aid student note taking
    - ☐ Study guide pages (for courses with a study guide)
- NOTE:** Student handouts include worksheets, quizzes or note-taking pages that supplement the lesson and increase student involvement in the learning process, **NOT** copies of the lesson plan.
- ☐ Assessment Methods
    - ☐ Provided a fully detailed description of the assessment method or
    - ☐ Provided the written test complete with answer key and references to objectives.

### The Lesson Plan (Setting Up Your Computer Page): Part Two of the Packet

We will discuss lesson plan development later in this section. For now, let us consider only the look of your computerized lesson plan.

**MARGINS** Set at 1 inch all the way around.

**HEADER** Include the title and page number of each page and, in a second line, the names of the two columns, Outline and Notes.

**PAGE** Divide into two-thirds, called *Outline*, and one-third, called *Notes* by setting the margins at left, 1 inch; right, 3 inches; top, 1 inch; bottom, 1 inch.

#### **VERTICAL**

**LINE** Add this between the lesson outline and instructors' notes by making a custom vertical line at the right margin (WordPerfect 6.1 Graphics Menu; Custom Line; Line Type: Vertical; Position/Length: Horizontal = right, Vertical = full; Choose *Okay*).

**OUTLINE** Type the lesson on the two-thirds side of the page (see Lesson Plan Development later in this section).

**NOTES** Type instructor notes on the one-third side of the page in a text box. Fill in later with the instructor notes (transparencies, examples, when to give handouts) the lesson requires.

#### **ALTERNATE**

**METHOD** Create a table with two columns and about 50 rows. Make sure you *tab* into different *cells* on the table, instead of typing the entire lesson in one cell. Use the *F7* or indent feature to create the look of the outline within the table cells.

### Presentation Materials: Part Three of the Packet

You should include information necessary to ensure standardized presentation in the *presentation materials*. Include information on classroom set-up, copies of transparencies or slides and other instructor support materials such as videos, tapes, role plays, exercise instructions, support material preparation instructions and audio-visual or demonstration equipment needed to present the lesson.

Presentation materials also include any student handout that is given out *during* class. When you turn in your lesson plan for DPS or AZ POST approval, you should provide a detailed list of items and equipment, and where to find them, rather than the actual material, for obvious reasons.

### Student Materials: Part Four of the Packet

Student materials include workbook pages, study guide pages or any handout material given *before* or *at the beginning* of a class. Any demonstration or display material handed out to students for use during the entire class is also considered a student material.

### Assessment Instrument: Part Five of the Packet

Assessment instruments need to be included at the end of your lesson plan packet. Items included here include paper and pencil tests with answer keys, scenario descriptions and rating systems for practical examinations.

## Formatting Options

Every part of the actual lesson plan will be included in one of the following three formats: Roman-Alpha-Numeric, Decimal, or Alpha-Numeric. AZ POST and DPS Training accept any of the three formats. These guidelines ensure the uniformity.

### Roman-Alpha-Numeric

The Roman-Alpha-Numeric format uses Roman numerals for main sections, capital letters with periods for first subsections, Arabic numbers with period for next subsection, lower case letters with period for the third subsection, Arabic numbers with parentheses for the fourth subsection and lower case letters with parentheses for the fifth subsection. Each subsection is indented a standard number of spaces (usually 3 or 5). An example would be

- I.
  - A.
    - 1.
    - 2.
      - a.
      - b.
        - 1)
        - 2)
          - a)
          - b)
  - B.
- II.

### Decimal Format

The Decimal Format uses only Arabic numbers and periods. This is the system widely used by the U. S. Military and AZ POST. Major headings have an Arabic numeral followed by a period and a zero. Each subsection is indented a standard number of spaces (usually 3 or 5). For example

- 1.0
  - 1.1
    - 1.1.1
    - 1.1.2
    - 1.1.3
      - 1.1.3.1
      - 1.1.3.2
- 2.0

### Alpha-Numeric Format

The Alpha-numeric format is the third and final format option. The Alpha-numeric system uses a capital letter for each major section. The first subsection uses an Arabic number, the second subsection uses a lower case letter and the next subsection uses an Arabic number with parentheses. Each subsection is indented a standard number of spaces (usually 3 or 5). For example

- A.
  - 1.
  - 2.
    - a.
    - b.
    - c.
      - 1)
      - 2)
        - a)
        - b)
          - (1)
          - (2)
- B.

### **STEP 3: LESSON PLAN DEVELOPMENT**

Our objectives are written, we have a copy of our lesson plan packet checklist, we have our lesson plan forms on the hard drive and we know what format we want to use for our lesson plan. Lesson plan development is the next step in creating a lesson plan.

Have you ever attended a class and left more confused than when you arrived? Chances are the instructor did *not* have a good lesson plan. After we look at the definition, purpose and four main parts of the lesson plan, we will talk about three different lesson plan outlines you may choose: the framework, the manuscript, or the combination. You will always pick a *format* first (see Formatting Options), then choose an outline style depending on the purpose and complexity of your lesson.

#### **Lesson Plan Definition and Purposes**

A lesson plan accounts for everything the instructor and students will do from the moment the lesson starts until the moment it ends. Lesson plans serve six distinct purposes.

- ◆ One purpose is to serve as a record of instruction for liability reduction.
- ◆ Lesson plans also ensure standardized coverage of material every time the lesson is taught.
- ◆ Another important purpose of a lesson plan is to organize information in logical order.
- ◆ A fourth lesson plan purpose is to ensure all of the performance objectives are met during the lesson.
- ◆ The fifth purpose of a lesson plan is to strengthen the confidence of the instructor.
- ◆ The sixth and final purpose of a lesson plan is to allow a substitute instructor to adequately present the lesson.

**The best instructors ALWAYS create and follow complete lesson plans.**

## Four Major Components of a Lesson Plan

Lesson plans can be divided into four main parts: introduction, body, conclusion, and transitions.

### Lesson Plan Introduction

The introduction of every lesson plan should include

1. *instructor qualifications*. Always tell your audience who you are and give some background to help establish your credibility.
2. *performance objectives*. Always review performance objectives in your lesson plan introduction. You should always *tell 'em what you're gonna tell 'em*.
3. *administrative items*. If you are the lead lesson of a long school or you have several attendees who are unfamiliar with your area, spend a few minutes of the introduction on administrative issues such as registration, restrooms and parking.
4. *motivator*. Capture students' attention with a *lead-in* that makes the topic interesting and pertinent to them. Motivators can take many forms including programmed questions, stories, student activities, videos, and demonstrations. Use your imagination to make your lesson interesting from the start.

### Lesson Plan Body

The body of every lesson plan is the most important area. The body contains the main message of the lesson plan. This is where you *tell 'em*. Your lesson plan body should

1. follow the order of your performance objectives
2. contain an explanation of each performance objective
3. give supporting material that is directly tied to the stated performance objectives.

### Lesson Plan Conclusion

The conclusion is where you summarize the lesson using methods similar to the introduction. Developing an effective conclusion *ties* the lesson plan into a neat package. You can use a closing that ties in to the motivator to provide closure to the lesson. In other words, *tell 'em what you told 'em*. Review the objectives to ensure students have the information promised at the beginning of class. A question and answer period should always be part of the conclusion when there is ample time.

### Lesson Plan Transitions

Transitions are a small but very important part of your lesson plan. Transitions are simply statements that help you move from one point to another or one objective to another within your lesson plan. Transitions are important for many reasons.

- ◆ First, transitions provide the *oil* that allows smooth movement from one part of the lesson plan to another.



- ◆ A second purpose of transitions is to provide opportunities for breaks without interrupting the *flow* of the lesson plan.
- ◆ The most important function of a lesson plan transition is to double check the logic behind your lesson plan organization. If you have trouble writing the transitions, you may need to reorganize your lesson.

Transitions can take the form of statements, questions or activities. They are often very simple one or two sentence statements. For example

TRANSITION: Now that we can identify the main parts of our firearm, let us talk about proper assembly.

### Lesson Plan Outlines

We talked in lesson plan *format* about the three *formats* you can use. Within these formats you can provide a framework lesson outline, a manuscript lesson outline, or a combination lesson outline. In other words, you have two different decisions to make. First, which lesson plan format you will use and second, which type of lesson outline you will write.

Outline Options	Name	Attributes
One	Framework	is very brief, does not include details, relies heavily on the memory and experience of the instructor, only provides a guide for the instructor and is very difficult for substitute instructors to use effectively.
Two	Manuscript	includes every word that will be said in the lesson plan, is very detailed, can turn an instructor into a lecturer.
Three	Combination	is a combination between the framework and the manuscript types, is most flexible, takes less time than a manuscript, provides more information than a framework and is most commonly written.

## **STEP FOUR: PICKING THE ASSESSMENT METHOD**

Most people automatically think of a paper and pencil test when they think of evaluating learning. Writing a good paper and pencil test usually requires a great deal of educational knowledge and experience as well as classes on writing good test items. Paper and pencil tests are not always the best way to evaluate learning.

Because many of our classes are for refresher purposes and do not require testing, you will probably never need to write a test. Most of you will not need to write test questions unless you go to work in the Training Section. If you do need to write test questions, you should have someone on the training staff help you develop your test.

Alternatives to paper and pencil tests include practical exercises (firearms, in-basket, driving), role-play scenarios (BPAD, supervisory skills), verbal examinations (oral boards, mock trials), essays or other written products (staff studies, reports, research papers) and case studies.

See *Alternatives to Testing*, for ideas on different types of tests and a few pointers for developing those questions.

## ALTERNATIVES TO TESTING

Giving students a written exam has long been the traditional way to assess learning -- but it is not the only, or always most appropriate, method. Before giving an exam, ask yourself:

Based on the learning objectives for my course content, is a test or exam the best way to evaluate student learning?

If your objective is to have your students construct a table, an exam with questions about woodworking tools and materials would not be appropriate. If your objective is to have your students list events in chronological order from memory, then an exam would probably be the best way to measure their ability to do this.

There are a number of alternatives to assess learning such as:

Reports	Written Case Studies
Group Projects	Critical Reviews of Literature
Oral Presentations	Demonstrations
Journal Writing	Individual Projects
Compositions	Homework Problems and Questions

The critical question to ask yourself is:

What is the best way for my students to demonstrate to me that they can perform the learning objective?

## **TEST CONSTRUCTION**

If you decide that an exam is appropriate to evaluate learning, you will need to determine:

- What type of test would be most appropriate.
- If it is necessary that the test be *closed book* in class, or if it would be equally valid to allow your students to use their notes, textbooks, etc., or to give them a take home exam.

Much of your students' test anxiety can be alleviated if they know that your exams will be fair, clear and well-constructed. The following steps in test construction will help to ensure this.

1. Define the area to be tested, the scope and the purpose for the testing.
2. Select the appropriate types of questions based on the purpose for the test, the time limit, and the type of behavior (learning objective) to be measured.
3. Write the questions, keeping in mind the learning objectives you identified for the material.  
  
e.g. If your learning objective was to have your students explain the effect of the Civil War on trade between the North and the South, it would not be appropriate to develop a number of multiple choice questions which ask them to identify the dates of Civil War battles.
4. Assemble the questions into an exam.
5. Administer the exam.
6. Grade the exams and analyze the results.
7. Return the exam to the students and review it with them.
8. Make decisions regarding student understanding, revisions to the course, additional lecture focus and review, etc., based on the results.

After completing Step 4, have someone review the exam to be sure that the instructions and questions are clear. Your agency training staff should be able to assist you in checking your test questions.

It is rare to have all the questions on an exam perfect the first time you use it. After administering an exam, review the performance of your students to determine if there are certain questions that seemed to cause problems for all the students, if they followed directions correctly, and if you got the types of responses you were looking for in their answers. You will probably revise your exam several times before you are satisfied with it.

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## Multiple Choice Questions

Multiple choice questions are items in which the student selects the best answer from among given alternatives. This type of test item can be very powerful because, in addition to being objective, it is easy to score.

The item is composed of two parts: the statement or stem and the answer choices. There are seven general rules for constructing multiple choice test items.

1. Use either a direct question or an incomplete statement, and place the answer choices at the end of the stem.
2. Use clear and simple language and do not include words that are irrelevant.
3. Ensure that there is one and only one correct answer.
4. Avoid using negatives in the stem; if you must use them, then capitalize, underline or put them in bold print.
5. Use only plausible or possible correct options in the answer choices and avoid giving clues to the correct option.
6. Use the All of the above or None of the above choice rarely, if at all.
7. Avoid a pattern of correct answer position (i.e., all the correct answers being the same letter or number).

**Poor Item:** McClelland's Theory of Motivation, when compared to Maslow's Hierarchy of needs, attempts to explain human motivation in the work setting, not as a function of work experience, but as being strongest in one of the following three areas:

- a. achievement, affiliation, or power.
- b. goal setting, friendship, or status.
- c. self-actualization, social, or ego needs.
- d. money, food, or video tapes.

**Better Item:** McClelland's Theory of Motivation says that people are motivated by:

- a. achievement, affiliation or power.
- b. accomplishment, socialization, or position.
- c. self-actualization, social, or ego needs.
- d. attainment, friendship, or status.

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## Matching Questions

Matching questions are items with lists of related words, concepts or symbols requiring the student to match each item in one list with the most closely related item on the second.

The first list is called the list of premises and the second contains response choices. Another important component of this item is the introductory statement which tells the student on what basis the two lists are to be matched and the procedure to be followed. To construct effective matching test items:

1. Select homogeneous premises and response choices.
2. Keep the lists of premises and responses relatively short -- 6 to 12 is recommended.
3. Keep the length of premises and responses brief.
4. Provide an unequal number of responses in relation to the premises, and allow the student to use an answer more than once. This discourages guessing or getting the correct answer through the process of elimination.
5. Use content related to a single learning objective in each item.

**Poor Item:** Match the items on the first list with the items on the second.

- |               |                  |
|---------------|------------------|
| 1. Alabama    | A. cowboys       |
| 2. Washington | B. cactus        |
| 3. New Jersey | C. Mobile        |
| 4. Montana    | D. surfing       |
| 5. Arizona    | E. 1993 floods   |
| 6. California | F. Sacramento    |
|               | G. Atlantic City |
|               | I. Seattle       |

**Better Item:** Match the states listed on the left with the cities on the right. Place the letter indicating your choice in the appropriate space.

- |               |                  |       |
|---------------|------------------|-------|
| 1. Alabama    | A. Newark        | _____ |
| 2. Washington | B. Billings      | _____ |
| 3. New Jersey | C. Sacramento    | _____ |
| 4. Montana    | D. Tucson        | _____ |
| 5. Arizona    | E. Atlantic City | _____ |
| 6. California | F. Mobile        | _____ |
|               | G. Portland      | _____ |

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## True/False Questions

True/False questions consist of a statement which students must identify as true or false, right or wrong, or to which the response is *Yes* or *No*. They are most commonly used to assess lower levels of learning such as factual recall.

Although these would appear to be the easiest items to construct and to grade, great care must be taken to ensure that they are worded properly.

1. The items should be based on statements that are absolutely true or false, without qualifications or exceptions.
2. Avoid loosely worded or ambiguous statements.
3. Avoid double-barreled and multi-barreled statements that are partly true and partly false.
4. Use nearly an equal number of both true and false statements.
5. Avoid *trick* questions -- and do not make a statement false by using a trivial detail.
6. Don't use attitude or opinion questions that include words such as *best*, *worst*, *better than*, etc., because they are rarely completely true in all cases.
7. Avoid using extraneous words or phrases that will confuse the student.
8. Don't use words such as *all*, *always*, *never*, *none*, etc. which are generally associated with false statements. Other words like *may*, *probably* and *sometimes* will generally indicate a true statement.

### Poor Items:

All managers need communications training.  
People on welfare are lazy and don't want to work.  
Weight is a better indicator of a person's health than height or resting heart rate.

### Better Items:

Good communication skills are needed by managers.  
People receiving welfare are unemployed.  
A resting heart rate is a good indicator of a person's physical condition.

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## Completion Questions

Completion questions require the student to supply one or more key words, symbols, or a short phrase to complete a statement or answer a question.

Like True/False questions, completion items are fairly easy to construct but must be worded carefully.

1. Do not require more than one or two completions to be made in a single question.
2. Place the blanks at or near the end of the statement.
3. Omit only key words, preferably nouns. Do not omit adverbs, pronouns, adjectives or verbs. When the student has filled in the blanks, the sentence should make sense.
4. Use an *a* or *an* immediately preceding the blank.
5. Avoid ambiguous wording.
6. Do not use sentences verbatim from the textbook.

**Poor Items:** \_\_\_\_\_ are responsible for conducting performance evaluations.

Maslow's Hierarchy of \_\_\_\_\_ is used to explain human \_\_\_\_\_ and has \_\_\_\_\_ levels which are Basic, Safety, \_\_\_\_\_, Ego and \_\_\_\_\_.

**Better Items:** Performance evaluations are generally conducted by \_\_\_\_\_.

Maslow's Hierarchy of Needs is used to explain human \_\_\_\_\_.

The Hierarchy contains \_\_\_\_\_ levels.

The five levels in Maslow's Hierarchy of Needs are  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

## Essay Questions

Essay questions require students to describe, discuss or explain some aspect of the topic. They are usually used to measure higher levels of cognitive thinking. They should be designed to have the students explore new thoughts and develop new ideas about the material, otherwise they become the equivalent of objective questions that ask the students to recall information.

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The question should be stated in simple, direct terms and should give the students the information they need to know the degree of detail and analysis that you expect (i.e., the number of words or pages, time to be spent on the item, number of points that can be earned on the item).

**Poor Item:** Cite an example of how an invention changed society.

**Better Item:** In one handwritten page, describe the major changes in society that occurred as a result of the invention of the telephone.

### Grading Essay Questions

Determine, in advance, what your criteria will be for grading the question. Identify specific points that you want to be addressed and information that must be included, and determine how many points each of these is worth. Your students should be informed, in advance, if you will be considering grammar, punctuation, word usage, etc., when you score the question.

Subjectivity in grading these questions should be avoided whenever possible. You can help assure this by grading the same question on all the exams instead of grading one student's entire exam at one time; and, if possible, keep yourself unaware of the student's name on the paper you are grading.

**NOTE:** If you are using an exam prepared by a publisher or questions from a test bank, examine the questions carefully. In many cases, these questions and exams are not normed and may not be relevant to your objectives.

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